

Achievement Gap or Opportunity Gap: A Socio-Legal study of Access to Equal Educational Opportunities (EEO), Accessibility to Equal Learning Opportunities (ELO) and Learning Poverty (LP) in the Educational spaces of Kasturba Gandhi Balika Vidyalaya Schools for Tribal Girls of Gadchiroli, Warangal, Adilabad, Srikakulam, Bastar and Kondegaon Districts



Project Report

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LIST OF CASE LAWS

1. Mgwanga Gunme v. Cameroon (Communication No. 266/2003) [2009] ACHPR 99; (27 May 2009)
2. Belgian Linguistic Case (Case no.2 (1968) 1 EHRR 252)
3. King v. Low (Case no. 17759) [1985] 1 SCR 87
4. Chebrolu Leela Prasad Rao v. State of Andhra Pradesh 2021 11 SCC 401
5. Tamil Nadu Tamil and English Schools Association v. The State of Tamil Nadu 2000 (2) CTC 344.
6. English Medium Students Parents Association and Ors. v. State of Karnataka and Ors. AIR 1994 SC 1702
7. Ms. Eera v. State (Govt. of NCT of Delhi) & Anr. 2017 SCC ONLINE SC 787

EXECUTIVE SUMMARY

Achievement Gap or Opportunity Gap: A Socio-Legal Study of Access to Equal Educational Opportunities (EEO), Accessibility to Equal Learning Opportunities (ELO) and Learning Poverty (LP) in the Educational Spaces of Kasturba Gandhi Balika Vidyalaya Schools for Tribal Girls of Gadchiroli, Warangal, Adilabad, Srikakulam, Bastar and Kondegaon Districts

1. Background and the Research Questions Asked

In Fifth Schedule areas the ITM¹ girl child experiences an intersectional disadvantage owing to gender, social status through caste, ethnicity, language disadvantage, and above all locational disadvantage. The above disparately or even cumulatively could affect her ‘genuine opportunities for secure functioning’ (DeShaft and Woolfe, 2014: 6) i.e. her possibilities of sustained progress, survival and wellness. It is within these constraints that an ITM girl has to experience her education and realise her learning opportunities. With over 3,704 KGBV schools all over India and over 30 lakh girls in the (4 types of KGBV schools) KGBVs have been lauded as an exclusive and unique opportunity for the education of the girl child in general and more so for the ITM girl child given her realities. It is for this ITM girl child in Fifth schedule areas that we explored the nature of educational opportunities in KGBV schools with specific reference to the nature of learning opportunities. We were specifically concerned with three research questions:

a. RQ1: Whether the ITM girl child is ‘well’ in the school?

We ask this question given that KGBVs are residential schools and being ‘well’ i.e., happy, healthy, motivated, safe, and engaged, is a prerequisite for any educational eventuality to convert into a learning opportunity and learning. Prof. Jim Tharu calls the ability to materialise and demonstrate what has been learnt as *small gains*, and within the educational literature, it is believed that small gains eventually cause *an avalanche* that reorients the nature of what has been learnt and how it has been learnt (the idea of *autopoiesis* in education and learning, Van

¹ In this study we refer to Tribal Girls as “ITM Girl Child”. ITM refers to indigenous, tribal, minority and minoritized languages/peoples. We concur with Skutnabb-Kangas, T., R. Phillipson, and R. Dunbar, (2019) as they point out the politics of discursive discrimination of naming and subordination that supranational bodies and nations do in naming ITM communities as minority.

Lier, 1990). This is more so for a multilingual child such as the ITM girl child who is multilingual, has interacted with people, and has taken responsibilities at home and outside. Her sensitivity to direct and indirect intersubjective modes of communication are tuned by her needs and hence when she arrives at the school, she has a world and world experience of her own. Yet studies report on signs of disengagement, and this is a matter of concern for teachers, researchers and policymakers alike. Being *well* could be the harbinger for converting educational opportunities into learning (a progressive learning curve as described above) and eventually into secure functioning. As an example, in school if children need to be taught to write letters, then several components have to be taught: the nature of each type of letter based on the addressee; the structural components; the tone, the tenure, the field become non-negotiable; the format of the letter; the linguistic components along the 5 aspects of morphology, phonology, syntax, semantics and finally pragmatic; the idea-unit components. The list can be exhaustive. The ability to then transfer the above list to a real-life need is then indicative of securing a ‘secure functioning’ that goes beyond school to real life. If education has to aim for this as the outcome, then school, and teachers are the systemic means but the investment in learning has to be made by the girl child and hence being ‘well’ is a non-negotiable requirement.

b. RQ2: Whether the ITM girl child evidenced signs of *learning poorness* which could then materialise as Learning Poverty? Why?

Learning Poorness is any condition either in school with teacher-learner interactions and/or the reading environment at school and home with aspects that specifically interact with the child’s abilities that affect the psycho-social-cognitive-affective aspects of learning-to-read, AND LEARNING TO READ IS RELATED INEXTRICABLY TO THE LANGUAGE ASPECT i.e. the MEDIUM of INSTRUCTION (MoI) and the Child’s access to learning as mediated by the MoI. Learning Poorness is a matter of concern because it progressively propels towards Learning Poverty (which is an Index² that calculates inability to ‘read’ by the age of 10 and rate of dropouts in the country). In this study we ask this question of whether learning poorness is evidenced given three reasons. One that Learning Poverty has been described as a crisis as such and needs to be addressed on a war-footing (World bank Report, 2019, NEP, 2020). Two, that the constitutional guarantee of educational opportunity is only till the age of 14 years (way

² Formulae LP= [(BMP) x (1-OOS)] + [1 x (OOS)]; where BMP- below the minimum level of proficiency; OOS- Out-of-School children.

before the 1st most significant degree/certificate of one's life is achieved even though Type II, Type III and Type IV KGBVs are gradually increasing). By 10 years if the ability to 'learn to read' is not built 'reading to learn' could lag and falter which enhances the possibilities of learning gaps, learning discontinuities leading to cognitive dropoutism (Mohanty, 2018) and eventually Learning Poverty. Three, very few studies have engaged with the questions around pedagogy and literacy abilities of girls in KGBV schools specifically (again given that they cater to dropout girls). So there is a genuine dearth of research on the nature of classroom experiences and possibilities of progression in learning curves from these classrooms. ASER, 2019 reports that the literacy and numeracy levels of the ITM children of Bastar are 1.5 to 2.3 years. Naturally, the question arises: why is learning poorness observed despite 'exclusive and accommodative' educational space initiatives? Is this observation the result of an achievement gap or an Opportunity gap?

c. Whether the ITM girl child receives Equal Educational Opportunity as Equal Learning Opportunity? Whether Opportunity Gaps Exist? Why/Why not?

We ask this question since creating educational opportunities for the ITM girl child is couched in discourses of disadvantage that has to be overcome through systemic interventions (see Chapter 2). KGBV is one such intervention symbolising Centre-State partnership. Further, this study is warranted as such since education is seen as a 'genuine' opportunity to address a host of socio-economic-cultural malice and as the path maker for empowerment. Further, this question needs to be asked since it has to be examined if what the ITM girls schooling experience is what can be called an achievement gap or opportunity gap. Achievement Gap is the 'the visible gap between what the child OUGHT to have achieved by a certain age and the actual abilities in areas such as reading, problem solving, and comprehension', Achievement gap could exist if an all pervasive, inclusive and empowering conditions of education exists YET INDIVIDUAL INVESTMENT i.e. **IF THE GIRL CHILD DOES NOT INVEST AND HENCE ENGAGE IN EMPOWERING HERSELF**. Opportunity Gap on the other hand would focus on the environment in which the child lives either in home/social/community **and** school to identify **aspects that would not let/hamper the child invest/engage** in her education for her own empowerment. While the first puts the onus on the child for not performing, the second view positions that the girls are willing to learn and yet there is something that stops them from reaching their potential. What are those aspects?

We believe knowing about the three questions would enable the policy maker, the educational official, and the teacher to arrive at inclusive and empowering policies for the child.

2. Field Work and Data Collection

Consequently, fieldwork on this study involved various stakeholders: Learners, Teachers, Special Officers/Principals, Educational Officers at District and State levels, and Parents (and occasionally the Sarpanch of the village). The learners were invited to respond to several questionnaires: School Wellbeing Scale; Linguistically Sensitive Practices- Language Sensitivity (Learner Version); and Linguistically Sensitive Practices-Enabling Participation (Learner Version). The administration of these questionnaires was followed by FGDs that probed their lived experiences of the school both in class and in dormitories and other spaces. Similarly, they were also assessed for their literacy skills in reading, maths ability and problem solving through graded as simple to grade appropriate levels. The maths and Literacy tests were designed based on the learning outcomes as well as National Achievement Tests (2017 and 2019). Teachers were invited to participate in two distinct tools: Linguistically Sensitive Practices- Language Sensitivity (Teacher version) and Linguistically Sensitive Practices- Enabling Participation (Teacher version) and Q sort (refer to Chapter 3, 3.2.1, pg. no. 83). The first two of the three scales probed the teachers' sensitivity to their learners' difficulties, demands of academic languages, and possibilities of scaffolding as such. The learners' versions documented what 'pedagogy' they experienced and thus was an acid test to what the teachers claimed was a part of their pedagogy. Similarly, Education Officers (as were available) too participated in the Q sort. Interactions with parents were sporadic but were revealing.

3. Salient Findings

3.1 On research question 1: Whether the ITM girls were 'well'? and consequently, whether their 'wellness' was identical across the different school spaces namely classroom, dormitory, recreational and community spaces. This study finds interesting combinations of correlations across the four spaces over the four states with distinct reasons as articulated by the Girls. While univocally the school has been rated as 'safest' (over their homes by many girls), yet equally consistent is the finding that the community space was not seen as a space of wellness.

Dissatisfaction in this space indicates the presence of violation/denial of cultural and community rights along with language rights.

3.2 On research question 2: Whether the ITM girls evidenced learning poorness (that could lead to Learning Poverty eventually)? Were their teachers aware of learning poorness? Why does it exist as such? Based on learner performance and its analysis (quantitative and qualitative) we find that learning poorness exists and in concurrence with ASER reports the gap could be between 2-3 years. Analysis of the teacher Q sorts and the ensuing logic-based interviews, revealed that teachers are aware of the presence of learning poorness amongst their wards. Further they explain why such a condition exists. We have described three categories of reasons: reasons based on teaching-learning conditions; reasons based on teacher conditions and reasons based on teaching conditions (refer to individual chapters for specificities pertaining to the state). Rarely have two states evidenced similar kinds of reasons except while referring to lack of resources and prevalence of spatial structures that dissipate opportunities to learn/education.

3.3 On research question 3: Whether ITM girls have equal educational opportunities that lead to learning opportunities? Why? Why not? (refer to Chapter 2, pg. no. 64 for our understanding of learning opportunities and an illustration of learning curves). All the stakeholders unanimously opine that neither equal educational opportunities nor equal learning opportunities are manifest for the ITM girls. The study finds that four categories of reasons have been cited as to why ITM girls will probably not experience equal educational opportunities that have possibilities of equal learning opportunities. We describe the reasons as articulated by the stakeholders under the four heads: *Policy-related, practices-related, pupil-related and finally parents-related.*

4. Some Suggestions/Recommendations

An attempt has been made to resist providing acontextual, asocial, neutral-sounding airtight recommendations. Instead we believe that systemic consciousness and hence systematic accommodations take into note the intersectional nature of disadvantage for the ITM girl child in KGBV school of Fifth Schedule areas. Taking a conscious note of sources of disadvantage would mean that the State mechanisms are conscious of the language barriers, cultural incongruencies, soft infrastructural lacunas and finally to a broad approach to educational

development beyond RTE to actually stop treating KGBV schools as mere ‘bridge schools’ with a ‘stop-gap’ orientation before their destinies are taken over by an alliance of marriage or an alliance with cycle of labour and exploitation. Hence we aspire for the KGBV schools in Fifth Schedule areas to be agencies that empower and enable the ITM Girls to survive, progress, sustain and flourish even after they leave the school. Finally, KGBVs are residential schools, serving as a safe home and safe space for many ITM girls, therefore, we need to push for a design that takes this into consideration and goes beyond the bare minimum concrete structure.

Based on the findings, suggestions/recommendations for making KGBV school ‘well’ and learning-engagement-oriented for the girls are presented under two heads: Suggestions/recommendations based on gaps identified from the study and Suggestions based on our observations from the fieldwork and our research engagement. For instance, we had documented that fire safety mechanisms are rarely available and even if available they are never in the right places. **Above all none of the people in the school know how to use a fire extinguisher.** making its presence equal to its absence. The suggestion following this observation necessitates a coordination with the concerned department as well as a broader frame of ‘in-service and capacity building’ planning for personnel involved with KGBV schools. We present a few salient recommendations that have been asked for by the stakeholders.

1. Some policy accommodation for a possible language concordant pedagogy through either Dual language Pedagogy or Bilingual Pedagogy or Translingual Pedagogy (at least for class 6) is the dire necessity since teachers, students and educational officers deem language inaccessibility as the primary difficulty in creating an intersubjective space for learning to happen. This has been the most often cited reason as to why equal learning opportunities are hard to materialise for ITM girls in Fifth Schedule areas (of the 4 states).
2. Teacher training needs to orient itself to multilinguality as the ‘norm’, the multilingual child as the subject-beneficiary and multilingual educational strategies as their pedagogy. Similarly Infrastructural equalisers in education such as digital access, digital resources, digital capability building through coding are not a part of the KGBV school in Fifth Schedule areas. Basics of computer education too is a distant possibility as of now. Similarly Special educators to assess if special needs children who could be

‘slow’/experiencing developmental concerns are urgently needed. Except in Gadchiroli there are no special educators on roll as such for KGBV schools. Even when the district has special educators, teachers are not trained to be able to detect the need for a special educator for a child. So at least in-service training on some aspect of special needs components can be enabled.

3. Educational opportunity that is holistic and competitive so as to empower the ITM girls to educationally advance beyond class 10. Inclusion of opportunities to coach/train for gatekeeping examinations has been the most vehement recommendation for inclusion by parents and students alike. Taking the school beyond the ‘bare’ minimum so as to ensure a safe, happy, healthy and participative space with futuristic aspirations is the demand. Parents in Maharashtra and Chattisgarh implored for inclusion of class 12 as well as undergraduate college for their girls. Opportunities to study professional courses are a distant dream given the systemic, financial and language barriers. Some effort in this direction would be a boon for the girls.

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As you begin to delve into the next 300 odd pages of this report, it is important to acknowledge that what you are about to read is not solely the result of the work of the three investigators whose names appear on the title page. Our journey of 6000 kilometres or so would not have been possible without the support of countless individuals who have played a vital role in shaping this research from its conception. Throughout this process, we have grappled with fundamental ethical questions surrounding knowledge production, our own positionalities, and relational accountability. This acknowledgement section is not a mere formality but rather an opportunity to recognize and appreciate the invaluable contributions of all those involved.

Although bound by certain conventions and norms, we have made every effort to amplify the voices of the participants in this research, as evident through the numerous anecdotes featured in individual state reports and the community-led recommendations chapter. Working with ITM children, we have prioritised ethical care, respecting their autonomy and wisdom. It is important to note that in many instances, these ~1200 children have emerged as co-researchers rather than mere participants. We emphasise that there are no "subjects" in this research study.

It is also crucial to acknowledge that our research did not occur in a vacuum/isolation. It is built on the foundations of relationships and camaraderie that we have established with individuals who have provided us with sustenance, shelter, transportation and back-end support. In addition, several other collaborators, consultants, and well-wishers have contributed their time, effort, resources, as well as emotional labour to this project. We are deeply grateful for all of their support and contributions.

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		Jayashri Photocopy and Typing Institute, Jagdalpur	Govt. School Teachers at Pudur, and Shamirpet villages - Tool Trialing for LiSP and Q-Sort
		Viren Netam, Rainbow Printers, Vishrampuri	Students at DIET Bastar, and Dantewada-Streamlining and Tool Trialing Q-Concourse
		Support Staff at ARTS-Action in	

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		Hotel IK Residency, Aheri, Gadchiroli	

ABBREVIATIONS

A.P.	Andhra Pradesh
ALD	Awareness of Language Demands
ALDP	Awareness of Language-Discordant Pedagogy
ALLP	Awareness of Language Learning Process
ANM	Auxiliary Nurse and Midwife
ANOVA	Analysis of Variance
Art.	Article
ASER, 2019	Annual Status of Education Report, 2019
B. Ed	Bachelor of Education
BICS	Basic Interpersonal Communication Skill
BLI	Belief about Language Interaction
CALP	Cognitive Academic Language Proficiency
CBSE	Central Board for Secondary Education
COI	Constitution of India
COVID-19	COronaVIRus Disease of 2019
CRC	Child Rights Convention
CWC	Child Welfare Committee
Dept.	Department
Dist.	District
DIKSHA	Digital Infrastructure for Knowledge Sharing
DP	Diagnostic Practices
DPSP	Directive Principles of State Policy
E.g.	Example

EDUOFF	Education Officer
EEO	Equal Educational Opportunity
ELO	Equal Learning Opportunity
Eng.	Engineering
Esp.	Especially
Etc.	Etcetera
FGD	Focus Group Discussions
Fig.	Figure
GCDO	Girl Child Development Officer
G.O.	Government Order
GoI	Government of India
Govt.	Government
HL	Home Language
HLE	Home Literacy Environment
HSD	Honestly Significant Difference
I.e.	that/, in other words,
ILO	International Labour Organization
ITDA	Integrated Tribal Development Agency
ITM	Indigenous, Tribal, Minority and Minoritized languages/peoples
JE	Joint Engagement
KGBV B	KGBV Burja
KGBV BNR	KGBV Bastanaar
KGBV BR	KGBV Bade Rajpur
KGBV E	KGBV Etapalli
KGBV H	KGBV Hirapur

KGBV I	KGBV Indaram
KGBV K	KGBV Kondagaon
KGBV	Kasturba Gandhi Balika Vidyalaya
KGBV M	KGBV Moratpal
KGBV N	KGBV Narnoor
KGBV R	KGBV Rayaparthi
KGBV S	KGBV Sangem
KGBV SPT	KGBV Seethampeta
LC	Learning Curve
LD	Learning Disabilities
LDi	Learning Difficulties
LI	Language Impairment
LiSP	Linguistically Sensitive Practices
LiSP-EP	Linguistically Sensitive Practices-Enabling Participation
LiSP-LS	Linguistically Sensitive Practices-Linguistic Sensitivity
LP	Learning Poverty
MCLs	Maths Competence Levels
MoI	Medium of Instruction
MPL-R	Minimum Proficiency Level for Reading
NAS	National Achievement Survey
NCERT	National Council of Educational Research Training
NCTE	National Council for Teacher Education
NIMHANS	National Institute of Mental Health and Neurosciences
NEP (2020)	National Education Policy (2020)
NHRC	National Human Rights Commission

NGO	Non-Governmental Organisation
No.	Number
O-GAP	Opportunity Gap
PHC	Primary Health Care
PS	Problem Solving
PSL	Problem Solving Level
RDLs	Reading Difficulty Levels
RTE Act, 2009	The Right of Children to Free and Compulsory Education Act
S.	Section
S. No	Serial Number
SECP	Strategies to Enable Classroom Participation
SES	Socio-Economic Status
SL	School Language
SMC	School Management Committee
SO	Special Officer
SP	Scaffolding Practices
ST	Scheduled Tribe
STEM	Science, Technology, Engineering and Mathematics
SWAYAM	Study Webs of Active-learning for Young Aspiring Minds
TA	Teaching Assistant
TE	Teacher Education
TEEDU	Teacher Educator
TLM	Teaching Learning Methods
UDHR	Universal Declaration of Human Rights
UDISE	Unified District Information System for Education

UN	United Nations
UNCRC, 1989	United Nations Convention on the Rights of Child, 1989
UNDRIP	United Nations Declaration on the Rights of Indigenous People
vis-a-vis	In relation to/ as a function of
w.r.t	With Respect To
Warangal (r)	Warangal Rural
ZPHS	Zilla Parishad High School

Chapter 1

Achievement Gap or Opportunity Gap: A Perspectival Difference

1.1 Introduction

With approximately 3704³ KGBVs and over 3,00,000 girls studying in these schools across India, KGBVs are lauded for enabling girls who, for various reasons (caste, gender, class, conflict, difficult or disadvantaging location, and socio-cultural-economic reasons), have been denied educational opportunity, exclusive access to school spaces (Mishra, 2015), and as a significant intervention to the several calls and recommendations to improve the educational opportunities for minority girls education (Report and Recommendations on Minority Girls' Education, 2012) and gender disparity in education. Since its inception in 2004, several studies on KGBV have been conducted, the majority of which have evaluated the functioning of KGBVs across several states with the goals of identifying gaps and problems, evaluating infrastructural strengths and school environments, and determining whether or not KGBVs are implemented in accordance with Government of India (GoI) guidelines (Mishra, 2015; Report on National Evaluation of KGBV, 2008; Pankaj, 2018; Yadav, 2013; the NCERT report 2013). Very few studies have engaged with the nature of teaching-learning processes and the extent of the child's participation in the classroom, i.e., conceptualised *opportunity as affective-cognitive access to learning and education*. This study aspires to contribute in this direction by examining 12 KGBV schools of 6 districts (Gadchiroli, Warangal (rural), Adilabad, Srikakulam, Bastar and Kondegaon) from 4 states namely Maharashtra, Chhattisgarh, Telangana and Andhra Pradesh with the aim of examining- whether a ITM⁴ Girl Child in KGBV has accessibility to Equal Educational Opportunities (EEO) and Equal Learning Opportunity (ELO) through the school's environment and the teaching-learning processes within the classroom? How does the Opportunity gap (O-gap) that manifests in the pedagogic process exist *within* the classroom?

³ Ministry of Education. (2021). Kasturba Gandhi Balika Vidyalayas (KGBVs). Retrieved from <https://www.education.gov.in/en/samagra-shiksha-0/kasturba-gandhi-balika-vidyalayas-kgbvs>

⁴ In this study we refer to Tribal Girls as "ITM Girl Child". ITM refers to indigenous, tribal, minority and minoritized languages/peoples. We concur with Skutnabb-Kangas, T., R. Phillipson, and R. Dunbar, (2019) as they point out the politics of discursive discrimination of naming and subordination that supranational bodies and nations do in naming ITM communities as minority.

How does the language of the teaching-learning process enable or hinder the creation of an O-gap for learning? We argue that a study of this nature is warranted for the following reasons:

- a. Enhance the legal basis for Equal Educational rights inclusive of Language and Cultural Rights so as to enable Equal Educational Opportunities and Equal Learning Opportunities under the Right to education for the ITM Girl Child.
- b. Critically engage with pedagogic educational opportunities as mediated by the language of instruction so as to deal with conditions that trigger *cognitive pushoutism* and eventually *cognitive dropoutism* that eventually trigger a self-perpetuating cycle of Learning Poverty (LP) (see Chapter 2, 2.2, pg. no. 53).
- c. Critically engage with the educational processes inside the classroom for moving *opportunity* beyond ‘entry’ to opportunity for cognitive engagement and participation in the learning process.
- d. Elaborate on the barriers and obstacles *within* the classroom that mar the optimal realisation of learning opportunities and thus create an O-gap.

In the first section, we discuss the concept of ‘opportunity’ and its various manifestations in order to highlight the various ways in which it is conceptualised. Often, an opportunity is narrowly construed as enabling *a way or a means* to a space without asking if the beneficiary has realised optimal engagement or benefit from the opportunity. Therefore, we discuss access at three levels and accessibility as a part of realising the opportunity. In the second section, we list four rationales that necessitate this study: the advocacy rationale, the constitutional rationale, the contextual rationale, and the pedagogic rationale. In the third section, we engage with two strands of studies: literature that examines the O-gap as such and literature that questions why children from ‘minority’ backgrounds underperform in schools. And what research exists on KGBV schools? Following this, the methodology and significance of the study, along with the potential outputs and outcomes of the study, are listed.

1.2 Why Engage with ‘Opportunity’ in Equal Educational Opportunity for a Girl Child?

Any opportunity is “a relationship between an agent and a set of agents toward a desirable goal mediated by certain obstacles, none of which are insurmountable” (Westen, 1985: 24). Educational opportunity then is a possibility/chance/happening that aims to enable individuals (an agent), a set of agents (the state, officials, teachers, educators, parents, publishers, etc.), to weave in a relationship (processes of education) to acquire knowledge and certain skills, and to cultivate certain capacities (a desired goal) within the constraints of contextual, socio-cultural, political, legal and economic obstacles (none of which are insurmountable). EEO would then mean that irrespective of ‘obstacles’, education and educational possibilities ought to be made equal for all children since it is equivocally accepted that education significantly impacts a person’s life in three ways. Firstly, that life’s chances should not be fixated by aspects of disadvantaging circumstances such as place of birth, religion, race, class, gender, and education impacts chances (Verba, Schlozman, & Brady 1995: 432-437); secondly, the ability for human flourishing, i.e., to make choices, develop resilience in life, and cope with situations; and thirdly, one’s chances in the labour market, participation in democracy,⁵ and well-being are better enabled and realised with increasing educational levels. Specifically, in aspirational districts, which are also in this study’s Fifth Schedule areas, research also shows that health accessibility, nutritional balance, and health awareness are attenuated by educational levels. So it would be uncontroversial to say that letting go of educational opportunity would be to let go of a range of economical goods, social goods, welfare goods and cultural goods (Gutmann, 1999). Emanating from the previous statement is the position that three key sets of factors underscore any discussion on EEO: the views on education and its deemed purposes in civil society; conditions that reduce opportunities for meaningful, supportive and quality EEO of many children; and the crucial role played by State in enabling EEO. EEO, therefore, is the primary principle driving both legislation and implementation of educational policies in India. Yet, achieving EEO for a child in India, in general, is mired in difficulties of access, in part, due to the myopic conceptualisation of access as ‘entry’ rather than ‘participation’; in part due to diversity in the

⁵ Reardon (2011) makes a distinction between the second and the third purposes of education and its philosophical interface with equality, on the basis that the State’s economic commitments for distributing equal opportunities for success in the job market and the same for human flourishing involve competing interests.

contexts of implementation, and in part due to what is called as the ‘realisation gap’ i.e., access-in-practice for a specific context.

Access is understood in two distinct yet intricately interconnected ways that the second way does not exist without the first. One, ‘access as a policy’ is the ways and means through which State legislations and policies and educational institutions’ regulations and practices enable children to have equal and equitable opportunities to take advantage of their education. Coleman (1966) contends equal opportunity means equal outcomes for students from different ethnic, racial, and economic backgrounds (for details and a discussion of Coleman’s argument refer to Chapter 2, 2.4.1.2, pg. no. 60). A quick distinction between equality of opportunity (in education) can be to ensure that every child (between 6 to 14 years) will go to school where as equality of outcome would be a systemic way of ensuring that a progressive *learning curve* is in action (for discussion on learning curves, see, Chapter 2, 2.4.1.2, pg. no. 64) so as to reach the *learning outcome*. So increasing access requires provisions to recognize and remove potential barriers that prevent some children from equitable participation and these hurdle could be from ‘outside’ the classroom (for e.g. transportation facility for ITM children in Vijayanagaram (dist.), A.P.) or from ‘inside’ the classroom (for e.g. ensuring requisite soft and hard infrastructure is in place; SL and HL teacher provision in the primary classes in Portacabin schools of Chhattisgarh in Fifth schedule areas). The second example is an attempt to assist the child learn-with-ease the requisite predefined *learning outcomes*. (Nakamura & Hoop 2014).

Two, ‘access-as-practice’ i.e., accessibility⁶ is the ability to make use of the provisions that ‘access as a policy’ creates. The key question in examining accessibility would be to ask what systemic barriers, hurdles and incompatibilities exist that restrict the child from *realising* the potential of the prevalent ‘access-as-a-policy’ for its optimal capabilities development. In short, if there are aspects in the educational space that create conditions where certain students have ‘less participative access’ to educational opportunities than others then that is a space where an

⁶ Accessibility [1] [2] Accessibility as a concept is researched extensively in the context of disability studies and rights. It is understood as a way and means to make ‘something’ fully usable to maximal advantage and benefit.

O-gap exists. (for a detailed discussion on ‘Opportunity’ and what entails an opportunity see Chapter 2, 2.4, pg. no. 55)

O-gap could manifest both as an achievement gap and/or a learning gap. Both achievement and learning gaps have been concretized cumulatively as LP which is considered a significant vice that plagues the current educational scenario across the globe, not to mention just India. In India, recognition of LP as a consequence of the O-gap is encapsulated in New Educational Policy (NEP, 2020, pp 5-13). LP as NEP (2020) indicates, is a pressing concern specifically with ITM children and recognises the need to make education relevant and engaging (both linguistically and culturally) *accessible* for ITM children. The question being asked on a pan-India basis is (not just the tribal context): Why is it that, 55% of children at the primary school level in India, are ‘deficit’ in numeracy and literacy skills to the extent that they are *unable to read-aloud and comprehend* a simple text?⁷ Yet LP is an Index with learning poorness as the precursor (discussed in Chapter 2, 2.2, pg. No. 53).

Accessibility, we argue, needs to be meticulously examined at three overlapping levels for a ITM Girl’s EEO to be realised by the child: one, access at the physical/infrastructural level as conceptualised by the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) would ensure the *paraphernalia of education* be in place legislatively and in policy; two, access at the socio-cultural level would be cognizant of those social, spatial and cultural barriers that hamper physical access into the educational spaces. The first two levels are aspects that impact entry into the school and classroom spaces, and the third and more crucial level i.e., access at the cognitive level would then place emphasis on aspects that create/perpetuate what research in education synonymously calls achievement gaps, learning poorness and LP.

Access at a cognitive level, for this study, would engage with aspects of the classroom while locating the same within the specific socio-legal provisions and policy implementations of the 6 aspirational districts of the states of Maharashtra, Chhattisgarh, Telangana and Andhra Pradesh. We are so conscious of the fact that several significant research studies have explicitly spoken about the impact of the RTE Act, 2009 on both enrolment rate and dropout statistics (ASER, 2019), but none have spoken of what Mohanty (2018) calls *cognitive dropoutism*. He argues that

⁷ <https://thedocs.worldbank.org/en/doc/386361571223575213-0090022019/original/SASSACININDLPBRIEF.pdf>

cognitive pushoutism – a condition of the classroom where lack of comprehension due to reasons such as language discordant communicative environment pushes the child to *cognitive absenteeism* and gradually out of the class leading to *cognitive pushoutism* (the disengaged⁸ child) to *cognitive dropoutism* to eventually *drop out of school*. We are aware that all three layers of access cumulatively contribute to operationalising the O-gap. Yet, in order to assess the nature of accessibility difficulties and their cumulative effect on the EEO of the ITM girl child, we will organise the study and its procedural-methodological aspects along two spatial locations within the school premises-

1. Aspects that impact EEO by creating O-gap outside the classroom
2. Aspects that impact EEO by creating O-gap inside the classroom

1.2.1 Why study ‘Opportunity Gap’?

India is one of the 135 countries that have an exclusive and elaborate constitutional provision for elementary education as a fundamental right for every child. The primary purpose of this study is to then examine and elaborate on how the O-gap gets constructed *within* the classroom. Hence, the teaching-learning conditions and contexts, teacher factors, teaching conditions and other systemic distribution of resources become the locus of the study. As a by-product of the study, aspects from outside of the classroom too may be elaborated upon. Cumulatively how the two (both the ‘within’ and ‘outside’ the classroom aspects) create an O-gap needs a close examination. In the ensuing sections, we present four rationales as to why this study on the nature of educational opportunity as experienced by the ITM girl child in Fifth schedule areas is warranted: Advocacy, Constitutional, Contextual and Pedagogic rationales.

1.2.1.1 Contextual Rationale: State interventions in Tribal Education, Telangana, Maharashtra, Andhra Pradesh and Chhattisgarh, India

As a nation, with respect to Fifth Schedule areas i.e., the land inhabited by the indigenous communities, all four states adopt a relative *Jurisdiction principle* where within a particular geographical location, where the ITM community has a demographic dominance, the child’s

⁸ Child Engagement is seen as the antidote to disengagement.

language rights *may be* realised. Within the Jurisdictional Approach, the State adopts a *promotional* orientation by implementing specific measures that support tribal languages such as *legitimising* specifically the use of tribal languages in state-run institutions such as educational spaces (Rubio-Marin, 2007). As such, educational matters are a *concurrent* matter where both the Centre and the State propose and implement special programs.

Contextually, in Chhattisgarh, the following exclusive *micro-policy* initiatives are observed in general. For e.g. in the tribal districts of Chhattisgarh micro-policy initiatives include multilingual textbooks till class 5, hostel caretakers who speak tribal languages to communicate with children and provisions of two teachers, a Hindi and a tribal language speaker for classes 1 and 2 (subject to availability, John, 2017). While the above *micro-policy* manifestations might look *promotional*, they necessarily do not translate into *instrumental* advantages for the child (Rubio-Marin 2007). The above is to highlight that w.r.t. Chhattisgarh, KGBV in Bastar and Kondegaon will then receive Gondi, Sargujiya, Dhurvi, Chhattisgarhi and Halbi-speaking children. While, in Gadchiroli of Maharashtra, Adilabad and Warangal of Telangana and Srikakulam of Andhra Pradesh, no such provisions have been reported for primary classes. Invariably, children then experience immersive and exclusive educational setups that operationalize the *Principle of Monolingualism* (Clyne, 2008) wherein educational rights, access and opportunities are conceived in the acquisition and learning of ‘a’ language without recognition of home language and the ITM child’s multilinguality. Given that KGBVs are *separate and exclusive schools* designed for ITM children the *Principle of a Separate but Equal* paradigm is activated (whether they do have equal opportunities *for participation* is the probe of this study). The *Principle of Language Parity* which provides for the right to communicative comprehension is not complied with as a rule. Children are admitted into KGBV in class 6 and usually come from the environment where the above have been implemented. Research shows that such educational scenarios-

- restrict the availability of home language (HL) as a scaffold during cognitively demanding and context-reduced modes of task performance (Mohanty, 2018; Cummins, 1981);
- experience delay in primary language development (Cummins, 2011);

- increase the possibility of being diagnosed with Language Impairment (LI) (Fenemma-Bloom, 2010);
- create *systemic* inequality in accessing education vis-a-vis the medium of education that impacts classroom engagement, participation, achievement and continuation in school (see Mohanty, 2018), availing learning opportunities and converting them into learning instances which necessarily affect further educational opportunities (Gynther, 2007).

What is then observed in the context of these 6 districts where the specific educational context operationalises *Principles of Separation* and *Principle of Monolingualism* when in reality the context is multilingual, any of the points above can lead to what Gynther (2007) calls as *Principle of accumulated disadvantage* - that disadvantage in one area cumulates to other areas as well. Research does document that the principle of accumulated disadvantage especially in education impacts one's prospects in housing, health, employment, well-being and security and needless to say quality of life..

1.2.1.2 Pedagogical Rationale

The maxim that educationists advocate is 'learning to read so as to read to learn'. Research in literacy assessment and high-order thinking underscores literacy acquisition as the foundational prerequisite for numeracy, educational continuance and educational success i.e., as enabling accessibility in EEO and converting them to ELO. Yet in the educational context of ITM children, literacy levels and numeracy readiness is lower by 1.5 to 2.3 years (according to ASER, 2019 for districts of Bastar, Chattisgarh). Naturally, the question arises: why is LP observed despite 'exclusive and accommodative' educational space initiatives? Is this observation the result of an achievement gap or an O-gap?

Signs of disengagement such as low achievement, lack of interest and attention in school work, dropoutism, not trying hard and being uninvolved in academic work have been a matter of concern for teachers, researchers and policymakers alike. While teachers and researchers aim to create positive literacy learning opportunities for higher achievement and thus deal with dropoutism, policymakers have to account for taxpayers funding in education. Regardless of variations in purposes, all three stakeholders see *engagement* i.e. students' emotional and

behavioural participation, as the antidote for disengagement and dropoutism and hence the growing interest in the construct of engagement as a way to counter LP and by extension bridge the O-gap. One primary question that has been the cynosure of investigation is what causes, triggers, and catalyses O-gap in the classroom? While what dissuades the same too has been investigated with specific subjects such as maths, little work exists on the relationship between the language of the classroom teaching-learning process, engagement and its external manifestations, participation in the classroom and in building conceptual capabilities. This study aspires to investigate the same in the context of the tribal classrooms of KGBV schools of Gadchiroli, Warangal, Adilabad, Srikakulam, Bastar and Kondegaon in particular because pedagogic ecologies in these tribal zones present two contrasting realities: firstly, the classroom space is ideologically driven by a *monolingual mindset* that seeks to build monolingual capabilities in ‘legislated languages’ and therefore pedagogic practices are technically geared to enable and build this coveted capabilities. Secondly, contrasting the first reality, learners arrive with multilingual and multimodal assemblages of neural toolkits, cultural resources and funds of knowledge (Moll, 1997) that far from being harnessed for learning are relegated as hurdles and blockades in reaching the coveted goals. Together the two realities create a language chasm that operationalises the O-gap by restricting *literacy engagement* and academic success in the learning process; negatively impacts the confidence of learners; impedes creativity and spontaneity; trades critical awareness of knowledge in favour of ventriloquism which is why even simple picture comprehension can become a difficult task to materialise.

In the multilingual educational context of this study namely the KGBV schools in the 6 tribal districts, an ITM child gets admitted to class 6 with funds of knowledge and several multilingual and multimodal assemblages of toolkits experienced in its HL but, the school curriculum rarely sees any space and meaningful use of the learners’ language resources (Moll, 1997; Mohanty, 2018). The classroom space operationalizes a monolingual mindset that neither uses the learners’ languages in teaching nor represents their languages in the tasks in the textbooks nor capitalises on their knowledge of languages and the funds of knowledge they possess (Clyne, 2008). The effect is that valuable neural capabilities are made redundant and thus possibilities of genuine participation in their language/conceptual learning, and the development of faculties for critical thinking are annihilated. Often their bilingual/multilingual capabilities are ideologically positioned as *blockades and hurdles in learning* rather than as legitimate toolkits that can be

leveraged for learning, meaning-making and participation i.e. engage in building their literacy. However, research in multilingual language use presents a different view. Contrasting this view are the empirical investigations of multilingual language production. The multilingual educational context of this study is natural ‘superdiversity’. Here Hindi/Telugu/English is often the 3rd or the 4th language an ITM child encounters especially in the educational space. Yet the policy insistence on a language as a Medium of Instruction (MoI) especially in concept classes like maths/sciences renders their participation stunted. In short pedagogic processes that should be enabling opportunities and engagement in literacy, erect debilitating barriers to learning. The assumption is that multilingual capabilities can be manipulated, silenced, and eventually rendered voiceless. So technically, the teaching and learning of fundamental concepts, application, analysis and synthesis of concepts for problem solving are mandated to be transacted in Hindi/Telugu/English and also performed in Hindi/Telugu/English as evidence of learning. Such pseudo-linguistic conditions run counter to the multilingual reality where learners *surreptitiously smuggle* their languages into their learning space to navigate and mitigate task completion i.e. deploy other languages for *engagement* in comprehension and classroom activities.

Multi Language behaviours that trigger and sustain engagement in academic space activities are thus representations of what Grosjean (1989) terms as ‘language activation modes’ where to be in the monolingual or the bilingual mode or in a double monolingual mode, are contingent upon a host of factors including the interlocutors, the content of the communications and the modality of communication (Grosjean, 1989) and the difficulty-level of the concept. This implies that the ITM child’s languages perpetually support meaning-making and learning of fundamental concepts for problem solving – in short, support learners’ ability to think, and question their assumptions and knowledge bases in the classroom. Yet the monolingual educational spaces are in denying the HL support could actually be churning out conditions for O-gap and thus produce/perpetuate Learning Poverty - an investigation of which is the purpose of this study.

1.2.1.3 Constitutional Rationale

The Constitution of India (COI) recognizes through Article 342 The ‘Scheduled Tribes’ (STs) as peoples with “primitive traits, distinctive culture, geographical isolation, shyness of contact with

the community at large, and backwardness” and are prone to exploitation. So Article 342 recognises the ‘tribes’ as historically ‘othered’ and legislated an array of provisions that are aimed at the welfare of tribal communities in India. Consequently, the COI adopts a three-tier system with the centre legislating at the *macro-level* to create legal and legislative frameworks for governance and welfare. The Constitution thus houses Article 29 and Article 30 as exclusive provisions for minorities (Tribal, linguistic and religious) to establish their educational institutions and practise traditional beliefs and practices so that Article 14 (Right to equality), Article 15 (Right to non-discrimination and positive discrimination in Art. 15(3) & Art. 15(4)), Article 19 (Right to Freedom of Speech) and Article 21 (Right to Life) are not compromised, besides establishing the Directive Principles of State Policy (DPSP). However, Article 14 excludes language as a factor that can impact/discriminate against access. DPSP lays out the *basic structure* that a State has to adopt when making state-specific laws or policies. Hence DPSP is considered “fundamental in the governance of the country and the State shall apply these principles in making laws” (Art. 37). Correspondingly, Article 38 of DPSP places a duty on the State to “secure a social order in which justice, social, economic and political empowerment, shall inform all the institutions of the national life by minimising inequalities in income and eliminating inequalities in status among individuals and amongst groups of people”. Article 39 further obligates the State to direct its policy towards ‘distributive justice’, with respect to adequate means of livelihood, ownership and control of material resources, and minimization of concentration of wealth. In addition, Article 46 contains a ‘special’ obligation of the State to promote the education and economic interests of weaker/vulnerable sections, in particular the STs, and to protect them from social injustice and all forms of exploitation. Therefore, the DPSP mandates States with ST communities through Article 46 to “promote with special care the educational and economic interests” and hence any initiative for the ST communities are necessarily fixed in affirmative action.

In tribal educational contexts, the NEP (2020) recognizes the strength of multilingualism (pp 5-8); the need to make education more “relevant and accessible for the ITM child” (pp 24-25) and the need to evolve pedagogic practices that would enable capabilities (Nusbaum, 2011); yet, RTE Act, 2009 is silent about the language of education given the constitutional mandate that states create context-specific policies which are sensitive to the realities of the State. Therefore, the provision for tribal languages in the educational space is an affirmative action often left to the

state's discretion as explicitly mentioned in Article 350A of COI. Article 350A of the COI explicitly guarantees *only* an ITM child education in its mother tongue in the primary stage but is conditioned with the discretionary clause requiring the President to issue "such directions to any State *as he considers necessary or proper* for securing the provision of such facilities" (emphasis is mine) while official languages like Hindi/English are fortified by *actual equal treatment* clauses in the Official Languages Act, 1963. Consequently, a pan-India languages-in-education policy, in general, and specifically for the ITM child is *a space for affirmative action* and thus the existence of a variety of educational possibilities based on the MoI (mother-tongue-based and English/Hindi/Telugu medium) and nature of management (private, public i.e. state-run, minority and religious schools; weaker-sections schools etc see Mohanty, 2018). Necessarily a *meso-level* State framework for languages-in-education *has to be* evolved by every State. NOTE that, constitutionally, a State which has tribal populations will need to evolve an additional *micro-level territorial* framework that will implement the language policy for its tribal populations in schools given Article 350A. The provision for education is a right constitutionally guaranteed and only an ITM child is entitled to a linguistically sensitive education (Bergoth, Draznik, Esbert, Pepiot, de Worp, and Sierens, 2022). Yet that is the very child to which the entitlement is violated (not denied) making education what NEP (2020) calls 'irrelevant, meaningless and vague' for the ITM child. Necessarily the question arises as to whether the many special and exclusive provisions created for the ITM child have 'engaged' the child in an education that Justice Bhagwathi calls 'to grow into their maturity, into a fullness of physical and vital energy and the utmost breadth, depth, and height of its emotional, intellectual and spiritual being'.

1.2.1.4 Advocacy for Linguistic Rights in Education for ITM Girl Children

The Universal framework of child rights especially the right to education (Art. 28, para 1, and Art. 29) and the right to use one's Mother Tongue (Art. 30) has been provided protection under the United Nations Convention on the Rights of the Child, 1989 (UNCRC, 1989). The right of the ITM child to 'full and all-round physical and mental development' without being 'discriminated' for enabling the child 'to express its views' through language concordant communication encompasses the child's rights to 'survival', 'development' and above all 'participation'. Further, the Indigenous and Tribal Peoples Convention, 1989 (ILO No.169) and

the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), advocate that the education of Indigenous and Tribal people has been given special importance and provides that ITM children should be provided education in their own Indigenous language and it also puts an obligation on the State to ensure the same. All these instruments have advocated that the linguistic rights of ITM Children need special attention in their educational scenario, failing which the impact would be on an array of rights including the right to health, flourishing and dignity. According to the UN, education in a minority's mother tongue, combined with quality teaching of the official language, is more cost-effective in the long term; reduces dropout rates; leads to noticeably better academic results, particularly for girls; improves levels of literacy and fluency in both the mother tongue and the official/majority language; and leads to greater family and community involvement all of which are not just to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" but *to create an environment* for equitable quality education i.e., both EEO and ELO. Language of education is the major variable that impacts access vis-à-vis what educationists recognise triggers a 'Matthew Effect' (Lamb, 2009; discussed in 3.2.2.1, pg. no. 86).

Everyone is entitled to equal and effective protection against discrimination on grounds such as language. This means that language preferences which unreasonably or arbitrarily disadvantage or exclude individuals would be a form of prohibited discrimination. As we can observe, in the case of *Gunme v. Cameroon* (Communication No. 266/03), differences in treatment between any language, including official languages, or between an official and a minority language will result in discrimination. Similarly, in the *Belgian Language Case* (Case no.2 (1968) 1 EHRR 252), it was observed that in "any area of State activity or service, authorities must respect and implement the right to equality and the prohibition of discrimination in language matters, including public education. Yet educational opportunities for the ITM child are in a language different from its HL and yet it is claimed to be 'equal'.

1.3 What are the Objectives of the Study?

This study proposes to examine the nature of O-gap for the ITM child inside the classroom of 2 KGBV schools each in the aspirational districts of Maharashtra, Telangana, Andhra Pradesh and

Chhattisgarh where several policy accommodations, arrangements and provisions are made. Correspondingly, based on the need for this study, the study has the following objectives.

- a. Critically engage with whether the educational opportunities enable cognitive engagement and participation of the ITM girl child so as to deal with conditions that trigger *cognitive pushoutism* and eventually *cognitive dropoutism* i.e. attempt to understand conditions that propel *learning poorness* and thus *learning Poverty*
- b. Articulate pedagogic basis for a legal conceptualisation of Equal Educational Rights inclusive of Language and Cultural Rights so as to enable Equal Educational Opportunities as Equal Learning Opportunities under the Right to education for ITM Girl Child.
- c. Elaborate on the barriers and obstacles *within* and *without* the classroom that mark the optimal realisation of learning opportunities and thus create an O-gap.
- d. Give a nuanced understanding of whether disparities in educational opportunity exist i.e. why and how O-gap functions in creating disparity and the nature of O-gap.
- e. Explain how the transactional educational processes inside the classroom impact opportunity for cognitive engagement and participation in the learning process.
- f. The strengths, points of deviations, vulnerabilities and peripheral aspects of the policy for education for ITM girl child in Fifth schedule areas KGBV schools and thus will feed back into policy-making, teacher sensitisation and training programmes.

Therefore the three research questions are below. The three questions that we shall investigate in this study

- RQ 1: Is the educational environment accessible and conducive for converting EEO into ELO? Are the girls 'well' in school?

- RQ 2: How do ITM children in KGBV schools of Gadchiroli, Bastar, Kondegaon, Adilabad, Warangal and Srikakulam perform on literacy, maths and problem solving? Why do they perform as such? Does *Learning poorness* exist in the ITM girl's contexts of KGBV schools of Fifth Schedule areas? Why?

- RQ 3: Does a 'ITM girl child in KGBV school have EEO as ELO? Why? Why not? Does an O-gap then exist? What is the nature of the O-gap in the context of the study?

1.4 What Tools were Designed? And How were the Tools in Synchrony with the Objectives?

Please see Chapter 2 for a detailed discussion on the tools designed for the study.

Given the multi-dimensional interests of the study which aims to document the many versions of O-gap in the context of KGBV schools for the 6 aspirational districts as evidenced by children's performance and as perceived by its many stakeholders namely: District Education Officials, ITM girls of KGBV schools in Fifth Schedule areas, teacher-educators, teachers, School Management Committee (SMC) and parents (where ever possible) on the research questions. Hence we adopt a multi-modal, mixed-methods research design in this study since we are working with three groups of stakeholders namely, representatives of the State, the parent community and the learner community.

With the State Machinery: Since we are examining the subjective and lived understanding of the functioning of the policy in identifying, ameliorating or perpetuating O-gap, we adopt the Q methodology with the representatives of the State machinery. Through Q methodology, we explore the "subjective dimensions on which different viewpoints can be expressed" (Brown, 1993: 45) while keeping the researcher's biases to the minimum, allowing for a diversity of perspectives and yet allowing for in-depth engagement with respondent's logic (Savale, 2018: 31). As a preferred 'mixed-methods' methodology in several interdisciplinary studies, Q allows the researchers to go beyond the palette of ideas (Ernst, 2011); identify areas of friction, conflict and consensus (Akhtar-Danesh, Baumann, & Cordingley, 2008); isolate gaps in shared understanding and unearth subjectivities that can have serious implications for the subject under study. Hence Q methodology employs purposive sampling to identify distinct, and different

viewpoints rather than to give a representation of the population and so a fixed sample size is not prescribed (McHugh, Baker, Biosca, Ibrahim, & Donaldson, 2019). Doing a Q requires the development of a *concourse* – an exhaustive collection of possible statements that people can make on a topic and hence comprises of “gathered material representing existing opinions and arguments, things lay-people, politicians, representative organisations, professionals, scientists have to say about the topic” (van Excel and Graaf, 2005: 5). This is the raw material for a Q sort which is a purposive set of a selection of statements, the construction of which can benefit from a diverse range of texts and views beyond published research (Ernst, 2011). Hence the source of the concourse can be any subjective views on a given topic that can be garnered from the conversation, interviews, newspaper articles, media and research writings. A Q sort is always followed by Q-based interviews.

With teachers and parent communities: Q sort followed by Focus Group Discussions (FGD) were adopted with teachers and parent communities. Extensive research on documenting beliefs is founded on the presumption that stakeholders, especially teachers are “active, thinking decision-makers who make instructional choices” (Borg, 2003) and not mere “cogs in the policy wheel” (Mohanty, Panda, & Pal, 2010). Hence teachers were invited to participate in two scales that document their sensitivity to learning difficulties and their pedagogic practices structured around their understanding of their learners' learning difficulties (LiSP- Language Sensitivity and LiSP-Enabling Participation). Both the scales probed into how they created ‘learning conditions’ in their classrooms.

Parents, the silent stakeholders of KGBV schools in general, were a part of the study as well. By drawing on a complex of orientations to different aspects of their and their child’s pedagogic life such as ideologies, thoughts and beliefs about language, language use, knowledge, and the realities of their school environments all of which can potentially influence their way of understanding of school and its many activities, parents estimate the extent to which their aspirations and their child’s aspirations are met with by the school and the extent to which the schools calibrate their practices. Therefore, the need to engage in inclusive, participatory and parent-community-involved research which would move beyond positioning them as ‘informants’ to co-creators of new insights into the interaction between institutional activities and individuals has been articulated (Nind and Vinha, 2014).

With children in KGBV schools: Three tool sets that assess graded and age-appropriate reading comprehension in Hindi/Telugu/English, maths competence and problem solving as well as Classroom Engagement Scale for maths and language will be adapted (Applebee 2008). Further to understand how ‘well’ they are in school, a well-being tool is designed which would be followed by FGDs. A learner version of LiSP-Language Sensitivity and LiSP-Enabling Participation was added. These scales were then acid tests to how teachers engaged them. This probed into how teachers ‘create’ learning conditions in their classrooms. Class 7 and 8 students were invited to engage with these scales and then discuss further.

1.5 Why and How Were the KGBV Schools in this Study Chosen?

Within the educational context of 6 aspirational districts of the 4 states, there is a diversity of educational options which include village primary schools, Upper primary schools, Tribal welfare schools, Government High schools, Govt-aided Schools, Navodaya Schools, Ekalavya schools, KGBV schools, Ashram Vidyalaya, Chhoo Lo Aasman schools, Private schools and International schools. This study will scope itself to KGBV schools only in the districts of Gadchiroli, Warangal, Adilabad, Srikakulam, Bastar and Kondagaon only and not the other aspirational districts of the states of Maharashtra, Chhattisgarh, Telangana and Andhra Pradesh. The decisive criteria being that the schools should be located in aspirational districts of Fifth Schedule areas and a school catering to ITM girls is presented in the table below.

Table 1.1: Location of the Study and the Rationale for the Choice				
S. No	Name of the State	Name of the Aspirational District	No. of KGBV schools as sample	Rationale for inclusion
1	Maharashtra	Gadchiroli	2 (Aheri and Etapalli)	i. Aspirational districts ii. Conflict spaces iii. Located in Fifth Schedule areas iv. Schools attended by Scheduled Tribe such as <input type="checkbox"/> Madia Gond, Telugu (Gadchiroli) <input type="checkbox"/> Gond and Halba, Dhurva (Bastar and Kondegaon, <input type="checkbox"/> Lambada, (Warangal), <input type="checkbox"/> Gond, Kolami, Koya (Adilabad), <input type="checkbox"/> Savara and Gond (Srikakulam)
	Chhattisgarh	Bastar	2 (Bastanaar and Moratpal)	
		Kondagaon	2 (Kondagaon and Baderajpur)	
3	Andhra Pradesh	Srikakulam	2 (Burja and Seethampeta)	
4	Telangana	Adilabad	2 (Inderavelly and Narnoor)	
		Warangal	2 (Sangem and Rayaparthi)	
Total			12 KGBV schools	

The participants of the study are varied and divergent in their ages, lived experiences, purposes and approaches to pedagogy. Since we are interested in examining the nature of literacy, numeracy and problem solving, it is also a challenge to enumerate in advance the availability of teachers in advance. For instance, the KGBV in Seethampeta, Srikakulam, which has classes 6 to 8 (Type I, KGBV) has an intake of 100 students (for all three classes) and a common teacher for Math and Science. Whereas, KGBV in Warangal (r) has an intake of 100 + 100 from class 6 to 10 (Type II, KGBV). Hence a strict number of participants both student and teacher/teacher educators may not be possible to give, yet the numbers mentioned here will be the bare minimum.

1.6 Scope of the Study

The aim is to deeply understand the concept of EEO within the contours of KGBV schools and the micro-level policy-making for the 6 districts within the constitutional ambit of educational and ITM girl child's rights for the communities in the 6 districts of the 4 states. This study will not look into the curricular ideologies and teacher preparation modules given that the study aims to engage with 4 states where the socio-cultural-political and pedagogic resources and resource persons are diverse in addition to the fact that state-level micro policies for the ITM children communities vary in the different states. A comparative analysis of the quantitative data pertaining to student outcomes and the qualitative data on how EEO and ELO can be materialised will be attempted in order to arrive at suggestions for the KGBV school system specific to the Fifth Schedule areas. Nevertheless, we do aim to make suggestions based on the study outcomes.

1.7 How is the Report Chapterized?

This report comprises an executive summary and a detailed report of 6 chapters.

The present Chapter 1 aims to present the basic information about the report i.e., what is the study about? Why was it deemed necessary to engage with the question of 'opportunity'? Where did the study happen? Who were the participants?

Chapter 2 begins the theoretical underpinnings of the study by initiating a discussion on the term ‘opportunity’ and the many terminologically and conceptually manipulative terms associated with Opportunity, e.g. Equal Opportunity, EEO and ELO. Additionally, this chapter presents the intersectionalities at which this study is materialised i.e. the intersectionality of being a ITM Child and a girl living in a disadvantaged context and where special provisions are to be articulated given the DPSP. We further discuss LP as manifested through *Learning Poorness* and the many questions that a curious reader would want to know about it with the aspiration of presenting it as the single most crisis faced by the ITM Girl child in the KGBV school system. While briefly presenting the many theoretical frames that could have framed this study, we articulate the 4 principles of the UNCRC as the framework with which the question of access and thereby accessibility to ELO will be examined vis-à-vis the 4 principles of UNCRC.

Chapter 3 presents the research design and tools used in the study (all tools appended).

Chapter 4 to Chapter 7 presents the study across each state. These chapters proceed state-wise to present the descriptive and inferential statistics pertaining to the data that was collected. Similarly, the qualitative interviews with teachers, FGD with parents and learners on LP and the factors that cause LP are discussed and applied to answer the questions we have raised.

Chapter 8 attempts to present a comparison across the states in a holistic sense and presents the key findings. This chapter then engages with the recommendations derived from the ground and based on the evidence.

Chapter 9 reports on some of the best practices noticed in the fieldwork.

Finally, the Report ends with References and Appendices.

Chapter 2

Conceptual Understanding of Learning Poorness, Learning Poverty and Equal Educational Opportunity as Enabling Equal Learning Opportunity in the Context of KGBV Schools for ITM Girls

The objectives of this chapter:

1. To understand learning poorness as a precursor to Learning Poverty.
2. To Comprehend Educational Disadvantage vis-a-vis Opportunity.
3. To understand the concept of Equal Educational Opportunity through understanding Opportunity and Educational Opportunity.
4. To understand the nature of Educational Opportunity creation for ITM girls in KGBV schools of Fifth Schedule areas.

2.1 Introduction

KGBV schools were originally conceptualised to create educational opportunities for the girl child who for various reasons has dropped out of school. The educational opportunity then has to create opportunities that will lead to chances for the girl child to learn, to participate, to progress in developing her *learning curves* so that she will develop her abilities to compete for higher aspirations. Yet educational demographics in India show that 127.2 million children (of the 265.2 million) are enrolled in the primary and the upper primary grades (i.e. grades 1 to 8; UDISE, 2021). We recognize this group as vulnerable to experiencing learning poorness leading eventually to LP owing to socio-political-economic-educational reasons that include linguistically-discordant pedagogies that do not create educational advantage and progress (Sarangi, 2017). Literacy, especially reading ability is learnt and in the absence of optimal reading pedagogic conditions that propel learning, *learning poorness* thrives. Therefore, the purpose of this chapter is to discuss the key constructs this report aims to engage with. So, the discussion will revolve around LP as materialised through learning poorness because we believe that conditions of learning poorness will trigger conditions of LP - precisely why the nature of the educational opportunity and whether the educational opportunity is enabling learning has to be examined.

This chapter will first, discuss LP as a condition of concern while simultaneously engaging with triggers and proponents of conditions that lead to LP i.e. conditions that trigger learning poorness and which culminate in LP. Secondly, we discuss the idea of a disadvantage as the trigger for creating an Opportunity. Thirdly we explore the ideation of ‘Equal Educational Opportunity’ as ‘Equal Learning Opportunity’ and discuss the same specifically for the ITM girl child in KGBV school.

2.2 Learning Poverty through Learning Poorness

Learning Poverty is a numerical and combined measure of schooling and learning, and is referred to as the ‘inability to read by the age of 10’ (World Bank, 2019a). This implies that the basic building block of literacy and numeracy abilities are not developed enough to sustain *reading-to-learn*. This understanding posits that by the end of primary education i.e. 10 yrs, the child has to be able to read aloud, read for comprehension, read for specific information, read to connect ideas, read to infer meaning in different types of texts such as narratives, expository and descriptive texts. The above abilities in reading form the ‘Minimum Proficiency Level for Reading’ (MPL-R) and become the building blocks for learning because *learning-to-read* underpins *reading-to-learn*. When indicators for reading ability do not demonstrate progression in levels of reading, then *learning poorness* is said to be existent which World Bank (2019a) laments as a ‘crisis’ of a global magnitude.

2.2.1 Learning Poorness underpins Learning Poverty

If LP is an index that is calculated by the formulae, then one would ask what constitutes ‘minimum’ in the minimum level of proficiency and what prerequisites underlay the ‘minimum’. Research with young learners has identified specific cognitive, emotional and social variables that are foundational in enabling reading ability. Nakamura & Hoop (2014) identified 11 sub-skills that are foundational for learning to read. These include phoneme-level and morpheme-level phonological awareness, receptive oral language knowledge, language comprehension, letter-naming, letter knowledge, decoding, oral reading proficiency, fluent word recognition, reading comprehension and spelling. The study goes on to demonstrate the transferability of literacy skills from one language to the other language. Similarly, Friedlander (2013) found that

Socio-Economic Status (SES) and Home Literacy Environment (HLE) play a key role in enabling foundational literacy skills. This study supports that Matthew Effect (Lamb, 2011) prevails at least in the initial stages of literacy and learning through early educational activities namely, synchrony between the HLE and school educational activities, motivation which positively impacts the literacy journey of the child (Walberg & Ling-Tsai, 1983) and, School Reading Environment that influences literacy achievement (World Bank, 2019a).

2.2.2 Understanding Learning Poorness

Ascertaining whether or not LP exists is done through reading assessment tests at the end of class 5 and as a metric of dropout children. So LP is understood as an outcome while the processes that lead to the outcome are only beginning to be noticed through another construct- **Learning Poorness**. Learning Poorness, while being mentioned synonymously with LP, has neither been described nor defined. In this report, we describe learning poorness *as any condition either in school with teacher-learner interactions and/or the reading environment at school and home with aspects that specifically interact with the child's abilities that affect the psycho-social-cognitive-affective aspects of learning-to-read*. Learning Poorness is thus described as a cognitive-linguistic concern that affects the cognitive aspects of reading/learning, which need to be addressed through law, policy and action in the classrooms.

2.3 Need to Engage with Learning Poorness and Learning Poverty

Learning-to-read is the prerequisite for reading-to-learn and reading is the prerequisite for the acquisition of conceptual knowledge (Snow, 2018), especially for ITM children in school who tend to fall behind in school and thus fail to complete school certificates (NEP, 2020). Children with low reading skills exhibit reduced engagement and poor conceptual knowledge (Applebee, 2003). Cognitive dropoutism precedes actual school dropoutism (Mohanty, 2018) leading to reduced higher educational opportunities especially if they are gate-kept by high-stakes tests (Nagy, 2000) which are linguistically complex and conceptually acontextual (Cummins et al., 2017), and reduced life possibilities since it triggers socio-economic, educational opportunities and political participation (Skutnabb-Kangas et al., 2019). Given the magnitude of effects that LP can have on the child's possibilities of capability development and life chances, the World

Bank calls it the ‘learning crisis’ and estimates that minimal outcomes will be expected by 2030 (World Bank, 2019). NEP (2020) projects that around 5 crore children could be experiencing LP with no estimate of the number of children experiencing *learning poorness* i.e. those psycho-social-cognitive-affective conditions in the classroom that impact the development of the sub-skills required for MPL-R to be learnt and developed so as to support the child’s literacy journey and progressive movement of the learning curves (Westen, 1985). To address LP, a conscious effort is needed to recognize, diagnose, intervene and assess progression on learning curves (not just standardised outcomes). The triggers for LP are “lack of foundational literacy and numeracy skills; absence of a strategic multiliteracy approach to building child’s learning capabilities which include a language-in-education policy that does not promote the child’s language; outcome-based effective literacy teaching capability; access to age-skill appropriate literacy environment to enable the child’s language as the first language they would read (supported by extensive research); bring in age-skill appropriate texts as reading material” (World Bank, 2019). Poor HLE and inappropriate parenting hinder access to school for the ITM child leading to LP (NEP, 2020). How then does the KGBV school system that was initiated to address girl child dropoutism engage with LP? Does Learning Poorness exist in the school system? Both the above questions are analytical in nature and will be addressed state-wise (Chapter 4 to Chapter 7). We will proceed to understand the nature of Opportunity creation as such and specifically for ITM girls in KGBV schools of Fifth Schedule areas.

2.4 Opportunity and Equal Educational Opportunity for *Learning*

The purpose of this chapter is to understand the nature of educational opportunity as created by the State for the ITM girls at KGBV schools in Fifth Schedule areas. While KGBV schools were conceptualised for *the girl child*, we begin this chapter by drawing attention to the specific case of the **ITM girl child** and her life opportunities by putting forth three reasons as to why this ‘subject-beneficiary’ should receive exclusive attention. Generally, girls from economically and socially marginalised communities, such as those belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities, and families living below the poverty line, are the primary beneficiaries of KGBV.⁹ Specifically, girls in Naxalite-affected or rural

⁹ We do not include disability since we found none in the schools. Girl child with disability are discouraged from applying to the KGBV schools in the areas we conducted the field work.

areas, orphaned or semi-orphaned, have special needs or are residents of child welfare homes benefit from the program's efforts to ensure they have equal access to education. This study specifically examines in the context of ITM Girls the nature of education opportunities as systemic 'distributive' justice i.e. as means of enabling EEO and as an outcome in terms of how EEO is made manifest for ELO. The concrete question of whether ELO can be visualised and/or actually realised is not the question we are addressing in this study. As researchers, we believe learning requires 'learner-internal' engagement and any form of 'distribution' is a means to an outcome with the outcome in the purview. This study aims to understand if the 'means' has that potential. But why the ITM girl child's educational opportunity and learning opportunities? We present three reasons (in addition to the rationale for the study in Chap 1, 1.2, pg. no. 34).

One, ITM girls' habitat is an intersectional space where their languages, ethnicities and conditions of poverty create an intersectional uniqueness in disadvantage, especially in possibilities, chances and choices in/for education. Consequently, current literature on minority education indicates the assimilationist-monolingual mindset as endemic to their educational contexts and experiences. Therefore empirically grounded and aspirational writings advocate education that builds on the *'both and philosophy'* so that their education includes both cultural and linguistic rights alongside education that enables access to domain-specific knowledge of specific disciplines. Such education is advocated by several key UN frameworks including the Universal Declaration of Human Rights (UDHR) and the UNCRC, as well as domestic laws in India like the RTE Act, 2009, and the NEP (2020).

Two, building a strong nation requires capacity building that will enable access to State service for democratic participation alongside active participation and the capability development to negotiate in social and economic activities. Such an endeavour requires a deliberate concerted policy effort towards capability building which emphasises the significance of identifying and addressing the specific capabilities ITM girl children require to overcome any obstacles and realise their full potential. The ITM Girl Child we are advocating for faces exacerbated disadvantages as a result of their intersecting identities which include gender, linguistic minority status, tribal identity, socioeconomic status, geographic location, and in some cases, learning difficulties and social stereotyping/labelling as we discovered during our field visits. Finally, Subramanyan (2019) builds on Bourdieu's (2011) capital theory to highlight the inextricable

intertwining of ‘individual internal factors’, ‘social advantaging factors’ and ‘capital conversion possibilities’. What does this mean? The ITM girl finds herself at a space called ‘school’ where her individual internal factors (such as her language, cognition, problem solving, experiences with/in the world and world view) meet the nature of ‘social’ experiences that are state-preferred ideologies, recognised and resourced and mandated to be the norm. To what extent do these encounters and experiences help her convert the two to her advantage is made to look like an ‘individual achievement’ question (historically it is called merit). While scholars like Stromquist (1995) opine that the KGBV school is able to provide the girls with a social space, a free institutional space for people with a shared condition where “members of an oppressed group can develop an independent sense of worth in contrast to their received definitions as second class or inferior citizens’ (Stromquist, 1995: 18)”. Mohanty and Panda (2015) and Panda (2022) ask for a deeper engagement with such spaces to identify the nature of ascriptions and actuals with regards to the aspiration of empowerment through opportunities since the effect of such opportunities is far reaching (Panda, 2021). Therefore this chapter is devoted to addressing two primary concerns: theoretically and empirically, how the nature of Equal Opportunity for Education is constructed, dissected and reconstructed by the executive so as to understand how EEO for the ITM child is affected. Consequently, first, we will discuss *disadvantage* vis-a-vis Opportunity and Functioning to argue why what the state deems as a (‘genuine’) opportunity becomes what we call a ‘namesake’ opportunity. Secondly, a contextual explanation of EEO w.r.t the KGBV schools is attempted.

2.4.1 Understanding Disadvantage and Opportunity

Before one proceeds to engage with the nature of Educational Opportunity called KGBV we attempt an engagement with understanding what an Opportunity is, its pre rationale discourses and the rationale behind why an Opportunity has to be created. Any talk on *opportunity creation* necessarily requires the policymaker to be conscious of at least these four prerequisites. First, the policymaker would be conscious of the nature of inequality that exists (For Rawls this is given). This necessarily means that there is more than one group in a particular context and that one group (for reasons which can be social-economical-political and even linguistic-cultural) has a monopoly on something that makes the group distinct and powerful. This also means that there exists a *coveted something* which is of social-economical-material value and has the propensity

to alter power dynamics. Second, a level-playing field where the groups could compete is non-existent indicating that one group is advantaged and the other necessarily subjected to either a systemic barrier or a socio-political-cultural-linguistic barrier that through policy can be overcome. Third, based on the nature of inequality experienced by the groups, the policymaker ought to identify the least well-off from the worst-off. Finally, a discourse of disadvantage that describes the ‘least off’ group in concrete terms that a compelling need to create opportunities for the group is made to overcome the DISADVANTAGE.

What then is a disadvantage? and how does one define and describe disadvantage without sounding hierarchical, overbearing, agency-usurping and without engaging in discursive discriminatory practices? (Kristina Boreus, 2009). De-Schaft and Woolfe (2014) suggest that to understand disadvantage one needs to understand ‘advantage’ which they define as “*genuine opportunities for secure functioning*” (p. 6). While *Opportunity* and *Functioning* are conceptually discussed, it is the terms like ‘genuine’ and ‘secure’ that demand our immediate attention since they are vague and open-textured. If *genuine* opportunities exist, then *namesake* opportunities too. If *secure* functionings manifest then so do *insecure functionings*. Hence, in the sections that follow, we attempt to present our understanding of Opportunity and Functioning as a utopian construction of ‘genuine’ which ideally ought to be the means for attaining a ‘secure’ function (but in this study could be a dystopian lived reality).

2.4.1.1 Understanding the Concept of Opportunity

Since we are moving towards ‘equal educational opportunities’, it seems like a good time to circle back to the study’s overarching theme and conceptual backbone: equality. In the following sections, we will provide a brief overview of the contributions of other philosophers to the conceptualization of opportunity equality, many of whom build upon the approach and method taken by John Rawls, who places a premium on fairness and social cooperation for a just society. From a neutral original position (~veil of ignorance), he argues that if all rational people are given the chance to design the world and its systems, then every individual will certainly have the most extensive set of basic liberties, a fair distribution of opportunities, and favourable conditions even for the most disadvantaged members of society.

Notable is that he asserts that any inequalities in opportunities and resources in the world can only be justified if they also benefit the least advantaged members of society, and that it is the responsibility of the government and state to ensure that such inequalities do not become unjust or oppressive. Consider how unequal access to quality education, which may result from socioeconomic disparities, influences unequal access to rewarding employment. To reiterate, Rawls says that *“fair equality of opportunity means a certain set of institutions that assures similar chances of education and culture for persons similarly motivated and keeps positions and offices open to all on the basis of qualities and efforts reasonably related to the relevant duties and tasks”*. This articulation necessarily implies that construction of fair opportunities is conditionally constructed on grounds of ‘similarity’ in motivation and endowment, when he says *“those who are at the same level of talent and ability, and have the same willingness to use them, should have the same prospects of success regardless of their initial place in the social system. In all sectors of society there should be roughly equal prospects of culture and achievement for everyone similarly motivated and endowed. Yet he argues that “expectations of those with the same abilities and aspirations should not be affected by their social class.”* One can aspirationally read Rawls to include institutional support for equal start, equality in means and equality in outcomes yet being sensitive to what equality would mean wrt to a specific context or group.

Much has been said by Rawls as well as his predecessors and successors about opportunities, but what exactly is this opportunity? Opportunity is a paradox because it is unclear if an Opportunity is a guarantee towards something or a means towards something. Interestingly, research on opportunity recognises the paradox when they say that opportunity is more of a possibility but less than a guarantee. Why? An opportunity has three components and *The Fourth component* is presumed to be a derivative of the three. The first component is a clear recognition of who the agent or the class of agents is for whom these opportunities are being created. The second element over here is a clear statement of the goals that this opportunity aims to achieve. The third element is regarding the nature of the obstacle that this particular opportunity tends to overcome. Once the three elements are clear the 4th derivative element is whether the opportunity is a means to an end or an outcome in itself.

So what does it mean to possess an opportunity?

1. that a *level playing field* will be created where more than one group of people can attempt to either reach the qualification or attempt a chance of reaching the qualification.
2. that the possibility of an *open competition* will be created because the coveted component is deemed to be a scarce commodity and commodity that has both material and social benefit along with a possibility for higher achievement.
3. that the opportunity would create a way to deal with discrepancies/hurdles that have advantaged certain groups to a privileged position.
4. that the opportunity will then be a way to nullify at least some of the obstacles that some groups experience by way of a possibility to at least participate if not necessarily create the space with results.

So based on the context in which the opportunity is being created the opportunity can actually be a possibility that ranges from filling a gap to levelling the playing field to create conditions where a group actually possesses it.

2.4.1.2 Educational Opportunity as Enabling Functioning

The presumption we make at the beginning of this section is that every learner in our classrooms wants to learn and hence invested her time in school. So the inability to learn, unless causally linked to intellectual disability, is ruled out. So what then is ‘educational’ in educational opportunity? At the least, Educational Opportunity would mean that every child (within a predefined age group) will have a chance (whether equal is questionable) to attend school, reach their potential, and achieve their goals without being limited/obstacled by systemic hurdles and creating an Educational Opportunity would necessarily mean a conscious inclusion of the four aspects listed above (Coleman, 1975). Further educational opportunity is (at least ideologically) an enabling space where ‘equals be treated equally’ based on the nature of the disadvantage they experience rather than an ideology of what education ought to materialise. Equivocally, it is accepted that schools, both private and public-funded have many responsibilities which range from enabling intellectual skills to creating participatory citizens to creating global citizens to enable employable skills to empowerment. However, schools are assessed with their first responsibility. Correspondingly, the educational opportunity then is constructed along two lines.

The first one sees education as ‘production’ since humans are social animals and are socially imbibed into its value systems, schools then would be a tool for reproducing the value systems. So educational opportunity then would be observably translated as the processes and means to arrive at these ‘outcomes’. The second one sees education as ‘consumption’ and then activates the ideas of choices and chances.

The nature of educational opportunity changes according to the context and the purpose. For instance, if one begins to look at employment space as the space where opportunity needs to be created then all four of the above-listed aspects (See pg. no. 60) and how the same impact what Levin calls a *competition curve* i.e. a non-sum-zero chance for at least participating in the competition for the jobs would be likely. What then must ‘educational opportunity’ **enable**? Several theorists have contributed to how they understand Educational Opportunity as such.

Coleman (1975) in the first serious report on Equal Educational Opportunities argues for the need to ensure educational opportunity vis-a-vis engagement with structural barriers. So an immediate interpretation of his view is to orient ‘educational opportunity’ along resource distribution so that students from disadvantaged backgrounds experience an education that is on par. This report, however, triggers a paradoxical frame of choice-making as to what ‘opportunity’ should be geared for: as a means to something or as an outcome to something?

“The word ‘equality’ seems misplaced in the term: in its usage by the Court (which is, I believe, its most common and most reasonable usage), the idea seems to be more nearly one of education leading to equality of adult opportunity than of equal educational opportunity. **Thus education is a means to an end, not an end in itself, and equal opportunity refers to later life rather than the educational process itself.** Even here, however, the word ‘equality’ is either too strong or the word ‘opportunity’ must be regarded as purely formal, not substantive opportunity.....Altogether then, I believe that the concept of ‘equality of educational opportunity’ is a mistaken and misleading concept. It is mistaken because it locates the ‘equality of opportunity’ within the educational institutions, and thus focuses attention on education as an end in itself rather than as properly it is, a means to ends achieved in adulthood. It is misleading because it suggests that equal educational opportunity, defined in something other than a purely formal (input) way, is achievable, while it is not. A proper formulation would use the

term ‘reduction in inequality...’ rather than ‘equality.. .’. Such a formulation would properly connote the fact that the initial state in which schools find children, and the continuing environments outside the school that compete for the child’s time, are unequal, and that the school’s task is besides increasing opportunity for all, through what it imparts-to reduce the unequalizing impact on the adult life of these differential environments.” (p.28)

O’Neil (1976) takes a rather bold and holistic approach emphasising a ‘distribution’ of resources to address the socio-structural concerns yet also asking if such ‘distribution’ has enabled a wholesome development of the child by way of enabling ‘chances’ and choices. O’Neil then can be interpreted as advocating for a conscious effort to understand the impact of the ‘distribution’ by way of outcomes - in OUR study on KGBV schools for ITM girls, by way of whether learning opportunities are being created and if despite ‘distribution’ of resources hurdles that impact learning are in place *systemically*. So O’Neil could be seen as asking more pointed questions of how diversity is addressed in the curriculum, whether the curriculum is ‘equally’ accessible and accessed in the agenda of capacity building.

“A commitment to equal education based on this view must be more than a commitment to equal educational opportunity. If choices are believed to be dependent variables which can themselves be socially produced, educational equality must be sought in more equal educational attainments, and no particular attention needs or should be paid to the choices or preferences of pupils or their families. Such concern for equal education does not depend on assuming that an equal capacity for choosing is the grounds for equal treatment of different persons. It may, though it need not, restrain the claim for equal treatment on grounds which point to the characteristics of social groups rather than of individual persons. If human beings are essentially diverse, then actuarial interpretations of equality, and especially of educational equality may, though they need not, be accepted. Indeed, equal education of diverse cases may itself be diverse ” (p. 293)

Taking the conversation a step higher, Jencks, & Tach (2005) demands that initiatives for ‘opportunity creation in education’ requires the policy maker address the underlying structural inequalities in order to provide *targeted* support that addresses the underlying inequalities so that

the opportunities are not ‘namesake’ but ‘genuine’ in enabling abilities and providing chances and choices that aim at equity and reduction of inequalities (including poverty).

“Parental income is positively correlated with preschool children’s school test scores and health status. Among older children, parental income is also correlated with high school grades, high school graduation, college graduation, post-educational employment, staying out of prison, and marrying before having a baby. Such correlations may indicate that affluent parents use their money to buy goods and services that improve their children’s life chances, but they may also reflect the influence of genetic endowment or parenting practices”. (pp 27- 28)

So while philosophical understandings on what ‘ought’ to be in place have been articulated along recognition, responsibilities, and *reconciling* education towards distribution for means and occasionally discussions of outcomes, Van Parjis (2004) advocates for true equality when education provides individuals with skills and knowledge to be able to ‘participate’ in society. Participate, he envisages, in every sphere of their lives: economic, political, social and institutional. However, in articulating such a position, he then draws attention to a ‘free-ride’ where work is done by one but the fruit is enjoyed by another one as well. In the context of ‘language,’ a free ride might look like this: the onus of ensuring communication is smooth and flowing and is being comprehended by both parties lies with one party- usually the party that is not powerful. As you see in a school- the onus of learning the language of the school is on the child while the need to enable that ability requires that teachers too do their part by learning the child's language. In the absence of any such ‘eligibility’ criteria teachers are on a ‘free ride’; the state supports such a ‘free ride’ and above all the struggles of the child are unacknowledged/ glossed over and what’s more the child’s failure is seen as the child’s failure, not the failure of the school to enable abilities. Consequently, we find John Roemer’s view on equal educational opportunity meaningful, since he sees education as a ‘level playing field as a means to an end’. He thus emphasises the need to address structural factors on a priority basis and thus factor them in when making policies. The policy maker is expected to ‘neutralise’ structural inequalities and forms of systemic discrimination so as to then see education as a ‘means’ to an ‘end’. The ‘means’ would be a *genuine opportunity* and the ‘end’ would be *secure functioning*. The functioning view articulated by Sen (1995) makes one conscious of the diverse nature of factors

that can potentially impact one's nature of opportunities and hence one's functioning. These factors include personal factors (internal to the person); Social factors and environmental factors which can impede one's progress. Martha Nussbaum (1997) argues that the purpose of education ought to enable critical thinking along with emotional, and moral capacities so that the individual can claim the freedom to achieve well-being and that well-being be understood as people's capability and functioning such that one's *internal capabilities* are targeted. Such a view amalgamate *means to end*. Skutnabb-Kangas does not disagree with either Sen or Nussbaum but emphasises that language is the cornerstone of enabling access to any kind of opportunities and if one's language right is denied the nature of opportunity planning is essentially a 'namesake' and hence futile. In light of the above theoretical conversation on the nature of opportunity creation and its inextricable relationship to the social-individual-built environment including language, the environment has to be the locus of intervention.

Nevertheless, if an opportunity is to be conceived of in the educational space then following Sen, we prescribe that 'functionings' ought to be enabled vis-a-vis 'capabilities'. Sen argues that functioning is the ability **to be and to do**. Capabilities are then like the building blocks that enable Functioning to be able to compete. Hence even before one can think of the competition curve, one has to understand the construct of a *learning curve*. The objective will then be a non-sum zero chance that capabilities that support functioning will be enabled in the educational space.

A learning curve (LC) is typically a "graphical representation of the progress and rate of learning, forgetting and retention" as a function of time and the nature of conceptual gains (Suja, 2020: 175) and has been known to measure the learning progress of an individual. While recognising that learning is rarely linear or even steady, LC has been quite popularly used to recognise the 'rise', the 'plateauing', the 'stagnant' patterns as well as the 'ebbs'. Several researchers have indicated the factors that affect the progression of LCs along with the effect that specific interventions in pedagogic spaces can have on LCs. For e.g. study the LCs of the four students represented in the graph below:

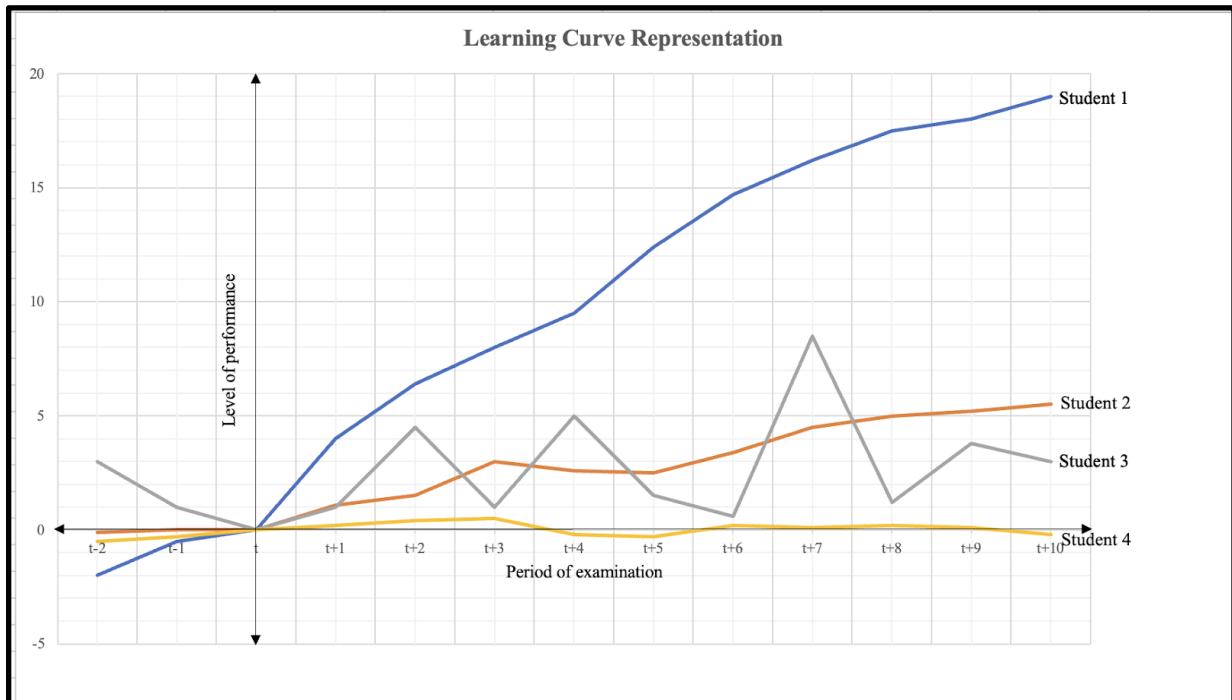


Fig. 2.1: Learning Curves

(The graph in Fig. 2.1 depicts the performance of 4 students across a timeline of examination, where t on the x-axis is considered to be the start of the evaluation period, while 0 on the y-axis is considered to be the base level of performance.)

Let me explain using an example with learning curves: If you need to write an email, what would you require to be able to fulfil this function (do an email)? As a list: *digital resources* such as a computer/desktop with internet access are given. To be able to actually write one, one needs *knowledge* of the mail id, and *conventions* of mailing along with the skill of using language to suit the field, tone and tenor of the context. An educational Opportunity to enable this ‘functioning’ then would need to meet the resource requirement (soft and hard infrastructure), the knowledge component and finally the skill component by creating ‘genuine’ opportunities for all three to be enabled. Assume an educational context where 4 students begin their study on a course where they are invited to write ‘an email’. Student 1, shows a progressively rising graph that indicates that genuine opportunities that trigger engagement, and the utility of resources and tasks geared towards outcomes are available. Student 2 shows a plateauing trend, indicating stagnation. A diagnostic assessment of the nature of the difficulty and appropriate intervention is

needed. Student 3 shows a volatile fall-rise graph indicating that there is a ‘struggle-effort’ pattern requiring a closer look at where the student is struggling which is the fall in the graph but a gradual rise could then mean a ‘catching-up’. Student 4 on the other hand clearly has not taken off- WHY?

Insensitivity in any form to any of the students’ learning requirements without a sense of concern/responsibility towards their ability to reach an independent performance level would then make the opportunity an incomplete one and hence a ‘namesake opportunity’. The reason why a namesake opportunity could exist could range from teacher sensitivity to learning to teacher beliefs and ideologies to inappropriate language policy to irrelevant curriculum to anything that disrupts the learners’ engagement and achievement. The presumption, we reiterate, is that every learner in our classrooms wants to learn and hence invests her time in school. **THE POSITION WE TAKE IS** that mere distribution of resources without regard to the nature of the outcome or diagnostically ascertaining a ‘minimum’ level of outcome does not accord to ‘genuine’ opportunity. We call it ‘namesake opportunity’ - a condition where pedagogy designed for equals is meted out as treatment designed for ‘unequals’ rather than an exclusive design based on the nature of their requirement (i.e. a clear articulation of the four components of an opportunity; (Liven,1981). Even if all the four students in the graph above are able to ‘minimally’ perform on the task, we would consider a genuine opportunity has been created *minimally* and is to reach optimal individual performance levels that one can reach in a given time period and given mental capacities.

2.4.2 ‘Equal’ in Educational Opportunity (vis-a-vis functionings)

Everyone *in principle* agrees that Equality in Educational Opportunity needs to exist and is every child’s right. All should have the opportunity for education and the right to educational opportunity ought to be available ‘equally’ though what it means to be available ‘equally’ is not clear. Some consensus on what minimally equal educational opportunity can entail is emerging from the literature, the troubling question remains whether opportunity rights *are respected equally*? What does it mean to respect ‘equally’? Is ‘equal’ then synonymous with an opportunity as a means to something or is it to be seen as an opportunity as an outcome to something?

Further 'Equal' in educational Opportunity has been recognised as a 'witches brew' of 'equivocation and vagueness'. While the vagueness to some extent has been addressed by what entails an Opportunity and what could be the likely understanding of 'educational opportunity', the 'equal' in EEO still needs to be threshed out.

Coleman was probably the first to articulate the enumeration of what could be interpreted as equal in an educational space. The report identifies the parameters of equal educational opportunity in a two-pronged manner. On the one hand, the report addresses the inputs by state and responsible stakeholders into the system, including pre-schooling factors that affect learning. Factors such as the education of parents, the structural integrity of the home, the number of siblings of the student, reading materials available at home and the students' drive to learn and educate themselves as well as the impact of socioeconomic conditions and community beliefs and attitudes are identified and termed as 'non-school factors'. Coleman's analysis revealed that the minority students who scored low on the tests had fewer classmates whose mothers graduated from high schools, and their classmates had large families among other factors. Coleman opines that if these non-school factors are kept constant, the school environment does not have a significant impact on the student's achievement. Certain indicators of educational quality are identified: tangible (infrastructural indicators such as textbooks), slightly less tangible (curriculum, academic tests) and least tangible (characteristics of the teachers and the student body). Coleman also believes that the assessment of equal educational opportunity is possible through analysis of elements of the school environment, including the teachers and the children in the class. For educational opportunities to be equal, the report finds it essential to assess if the teachers of the students have received schooling in the local community, whether they harbour any racial or ethnic biases and whether they have exposure to life outside their community.

On the other hand, the report engages with the outcomes of education to identify the need for rectification of educational opportunities in order to make them equitable. The report recognises the need to look into achievement tests, learning, the impact of desegregation, pupil motivation and the future teachers of minority groups to assess the outcome of education. Achievement of students is affected by school facilities, the quality of their teachers, educational backgrounds and aspirations of other students in the schools, the attitude and motivation of the pupils themselves and whether the students feel a sense of control over their own education and

achievement. Schools need to be made responsible for the development of intellectual skills in students such as reading and writing. Students need to have access to physical facilities essential for academic achievements such as college preparatory resources as well as curricular and extracurricular programs, counsellors, guidance counsellors, textbooks and sufficient books per student in libraries. Coleman also warns that the standard achievement tests need to be screened to make them culturally sensitive.

While Coleman's version was oriented philosophically towards 'recognition-based distribution', Jencks, & Tach, (2005) were asking a different question: Were the children making use of the resources as such? Of what use was education if the child exited early or if the child realised that schooling resulted in few abilities/possibilities for most who received such schooling? Thus is 'mobility' happening? Therefore, Jencks & Tach (2005) studied the nature of inequalities between individual children to understand unequal educational opportunities. They were startled by the fact that inequalities in educational opportunities were more pronounced and that the disparity was greater with individuals than groups. We will need to understand the core principles that guide the Child Rights Convention (CRC).

2.4.2.1 Core PRINCIPLES of Child Rights Convention

KGBV is an exclusive educational space created with the objective of enabling the girl child with the possibility of educational equality. Therefore assessment of these educational spaces requires a framework that blends discourses for the child as well as the girl/woman. Hence CRC becomes extremely important to deal with. With the notion that a child is an evolving capacity, we apply four core principles as enunciated in the Convention on the Rights of the Child namely the principle of Non-Discrimination, the Principle of Best Interests of the Child, The Right to Life, Survival and Development of the Child and the Respect for the views of the Child as the Theoretical Framework for this study.

a. Principle of Non-discrimination

The principle of Non-Discrimination is articulated in Article 2 of the CRC. Non-Discrimination is a two-pronged principle that prohibits the State from discriminating against children, while also requiring measures to prevent discrimination on the basis of the status and activities of the child's family or guardians. Discrimination is characteristically dynamic, intersectional and

multilayered, and can be direct, indirect, intentional, non-intentional, comparative as well as non-comparative in nature. It is essential to recognise discrimination to avoid the perpetuation of wrongs, exploitation and violence. Altman (2020) states that a method of identifying discrimination is to assess if an action poses harm. Systemic discrimination occurs on various grounds such as personal, cognate group conditions, relative disadvantage conditions and eccentric distribution conditions. Identifying and recognising them is the 1st step.

b. Principle of Best Interests for the Child

CRC explicitly mentions the phrase ‘best interests’ in Articles 3, 9, 18, 20 and 21. State Parties are enjoined to ensure that the child is accorded the level of facilities, protection and care necessary for its *well-being*. The best interests principle also requires that a child not be separated from parents and family and any form of separation shall be in accordance with the best interest principle and subject to judicial review. CRC accords prime responsibility to two stakeholders - the parents and the State - to ensure an upbringing of the child which qualifies in their best interests. Children deprived of their family environment are required to be provided special protection and assistance by the State. The principle in Article 3 of CRC is a three-fold concept consisting of a substantive right of the child to have its best interests considered paramount, a fundamental principle of interpretation, and a procedural rule that requires public and private action to evaluate the impact of an action. The most important details in this text are that the Best Interests Principle is an unalienable right of children to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity and that it relies on the good intentions of the State. It was articulated in the landmark Canadian Judgement of *King v. Low*, where the Supreme Court of Canada held the welfare of the child to be paramount and all other factors must be held subordinate to this principle. *How can Best Interests Principle be applied in the case of the education of an ITM child?* The application of this principle to ITM children needs to be looked at from both an individualistic and a community perspective. Cultural rights of the ITM child and meaningful participation of the ITM community are important factors in the best interests of decision-making. There have been instances of misapplication of this principle in Australia, leading to a lot of Aboriginal children being removed and falling into out-of-home care status. One approach to applying the principle is to consider the child as a part of the community, but there is a danger

of ignoring the child's best interests. Since if the community interests are not valued by the State, the child's best interests are bound to be ignored.

c. The Principle of The Right to Life, Survival and Development

Article 6 of CRC states the principle of the right to life, survival and development. It enjoins the State to recognise that every child possesses an inherent right to life. It also urges the State to ensure 'to the maximum extent possible' the survival and development of the child.

The KGBVs are a conflation of educational and residential spaces, and life is understood as a symbolic idea applied to a biological reality. Martha Nussbaum's definition of a 'good human life' includes being able to live a life of normal length, being nourished and in good health, being secure from assault, having a choice in reproduction, ability and capacity to freely use the senses, imagination and thought, being capable to use one's mind, having attachment to things, capacity for critical reflection, affiliation and concern towards others (humans and other species) and the ability to have effective control over one's life. Musschenga (1994) distinguished the quality of being human from the 'quality of conditions for life'. Survival is the human existence that we possess and care for, including our bodies, food, shelter, clothing and tools. The right to survival is comprehensive of the right to security, which is possible through national and international efforts and the organisation of resources. Development is the improvement of living conditions and the duration of life. It also considers the type of life that people are able to lead at a point in time and be viewed as the expansion of people's attainable options to support an acceptable and worthwhile existence.

d. The Principle of Respect for the Views of the Child

The nature of a child has been interpreted from different perspectives by scholars and educationists. Historically, children have been viewed as miniature adults, unfinished humans, empty vessels and unformed animals. From a philosophical perspective, a child is defined as an unfinished human being based on certain features such as rationality, freedom and moral responsibility. A child is viewed differently in various areas of study, such as Biology, Ethics, and Politics. The one thing that is commonly viewed in every area of study is that a child is considered to be an unfinished human being.

Respect for the Child's views and their importance

Children are capable of expressing their own views through emotions, drawing, painting, singing, drama, and other ways. Article 12 of CRC states that States parties must guarantee the right to express those views freely in all matters affecting the child, with the views of the child being given due weight in accordance with the age and maturity of the child. The main objective of Article 12 is to change the approach of viewing children from a mere person who is in need of adult protective care to active children who are entitled to participate in decisions that affect their lives. Article 12 states that the greater the age and capacity of a child, the more seriously their views should be considered in the decision-making process. Four levels of involvement have been identified: to be informed, express an informed view, have that view taken into account, and be the main or joint decision-maker. However, Article 12 does not extend rights to the fourth level. The outcome will be decided by adults but informed and influenced by the views of the child.

Therefore, the four principles of CRC provide a working framework to evaluate the KGBV schools and their teaching-learning processes. The principle of the Best Interest of the Child provides ways to see how the policy and planning initiatives work towards enabling access and whether these are in the best interests of the child; the principle of Non-Discrimination provides the lens to evaluate possibilities of systemic and systematic discrimination; the principle of Right to Life, Survival and Development of the child then provides the lens to examine how the ‘development’ of the KGBV child is seen and finally, whether or not the child’s views matter at all is seen through the final CRC principle namely, the Respect for the Views of the Child. Each of these principles is empirically operationalised through the data from the different stakeholders involved in the KGBV schools.

2.4.3 How is Equal Educational Opportunity then Operationalized for a child (genderless, casteless, classless, generic child) within the Indian Jurisdiction?

“Child” is not a monolithic identity or a homogenous group yet is treated as such. Factors such as age, gender, race and ethnicity, culture and language, socioeconomic status, abilities and disabilities, and family structure form different intersections, identities, and attributes that shape a child’s experiences and influence their capability development. For example, a KGBV student’s experience may be very different depending on whether the school KGBV is located in an urban, rural, rural-urban or agency, hill-lock area, whether the teachers are tribal/non-tribal;

children are demographically identical/divergent or whether the community is an active participant or not. Not to mention if the KGBV is a systemically well-connected one or not. In the same vein, Bronfenbrenner's Ecological Systems Theory¹⁰ proposes that human development is influenced by a complex interplay of factors at multiple levels, including the individual, family, community, and society. Children's experiences are shaped by a variety of contextual factors, including their family and home environment, peer relationships, school experiences, and broader cultural and societal factors. Acknowledging and understanding this diversity, as well as interconnectedness/interdependence is hence important for creating equitable, inclusive and supportive environments that promote the well-being and development of ITM girl students in KGBVs w.r.t equitable equal educational opportunity through policy-making and legislative exercises in order to address the specific needs of the ITM groups and communities.

While the RTE Act, 2009 is the most significant instrument pertaining to school education includes children from disadvantaged groups¹¹ based on social, cultural, economic, geographic, linguistic, gender, or other factors, as well as children with disabilities, it does not explicitly promote culturally and linguistically sensitive education for indigenous children. Rather than addressing the problem of accessibility, the act only facilitates access/entry through reservation in educational institutions. While the below-mentioned legislations and policies do provide for the education and welfare of all children, they may not always be tailored to meet the specific needs of indigenous children. This is primarily because education is a subject matter that falls within the concurrent list of the Seventh Schedule, meaning that the responsibility to contextualise, legislate, and implement policies lies primarily with the state-level stakeholders.

However, it is important to note that there are several international legal instruments which we can draw upon owing to the pluralistic system, such as the UNDRIP, CRC, and the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (UNCRC), that provide a broad framework to attempt to meet the needs of indigenous children.

¹⁰ Bronfenbrenner, U. (1992). Ecological systems theory. Jessica Kingsley Publishers.

¹¹ Children belonging to disadvantaged group" means 3 [a child with disability or] a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

Given that India has engaged in constitutional bricolage, we may be able to draw on the experiences of other countries with rich and varied indigenous populations in our search for tailor-made, intersectional laws that meet the needs of ITM girl students. Countries such as Canada, Australia, New Zealand, and the United States, for example, have enacted a variety of laws, policies, and initiatives targeted at supporting Indigenous education, which can serve as a model for India.¹² India can adapt and adopt these models through bricolage to develop context-specific solutions that are culturally responsive and inclusive.

Canada, for instance, has had movements such as the First Nations Control of First Nations Education, which aimed to provide Indigenous students with culturally appropriate education and support indigenous control over education in their communities. Similarly, Australia has implemented initiatives such as the Aboriginal Education Strategic Initiatives Programme to assist Aboriginal students in gaining access to quality education and preserving Indigenous cultures and dialects. The government of New Zealand has implemented policies such as Māori Language Strategy, the Māori Education Strategy, and the Māori Medium Education Pathways to support Maori education and ensure that it is culturally relevant and responsive to their requirements. Similarly, the United States has enacted laws and policies, such as the Indian Education Act, the Native American Languages Act, and the No Child Left Behind Act, that seek to assist Indigenous students in gaining access to quality education, and preserve Indigenous cultures and languages.

While studying the periodic reports by the Indian state on CRC, we did register that while the Indian government(s), both at the central and state level, have been initiating and launching several schemes, policies, and benefits to address the needs of scheduled tribe population, these initiatives are not always crystallised into legislation or statute. Our research shows that they end up as Government Orders (G.O) and most often the G.Os are taken to court. As Ruiz (1984) notes, policy-initiated *claims on something are often construed as claims against someone* and hence the root for the litigation is placed. For instance, the case of *Chebrolu Leela Prasad v. State of A.P. (undivided)* (2020) was brought about by G.O. Ms. No. 3, which sought to reduce

¹² It is critical to recognise that indigenous communities have expressed concerns about some of these programmes and initiatives aimed at indigenous children. These initiatives have been criticised in particular for promoting neoliberal governance, displaying regressive attitudes, and exhibiting paternalistic behaviour on the part of the government.

teacher absenteeism in Andhra Pradesh's Fifth Schedule areas. The question that was raised in court was whether the adoption of 100% reservation was reasonable and if the governor's authority to enact new legislation under the Fifth Schedule of the COI was warranted in this particular circumstance. The Court held that the Governor has the authority to order that a specific Act of the State Assembly or the Parliament not be applied to a scheduled region or portion of it. Additionally, the Governor has the authority to enact legislation that complies with state or federal laws. Fundamental liberties guaranteed by the Constitution cannot be overridden by the governor's authority. Therefore, subordinate laws are not subject to the Governor's authority and granting 100% reservation is unconstitutional. While this case law would be engaged conceptually for affirmative action and governor's powers, engaging with the socio-historical realities of the case (which starts in 1984) would place the G.O. as a progressive one aimed at addressing teacher absenteeism and a linguistically-sensitive pedagogy for the ITM children in A.P. The possibility of linguistically-sensitive pedagogy would have positively impacted the number of students completing their school certificates in addition to impacting classroom participation, which would in turn enrich their learning environment had the Court taken into consideration the child's needs for educational engagement and recruited local teachers in tribal areas.

The G.O. Ms. No. 6, which required at least two of the three content subjects in schools from the elementary/primary sections to be taught in Tamil, was contested as a violation of Articles 14 and 21 of the COI in *Tamil Nadu Tamil and English Schools Association v. The State of Tamil Nadu* (2000). The court, rather than recognising the pedagogic advantage such a G.O. would create for the majority of Tamil-speaking children through possibilities of bilingual education, emphasised factors like the linguistic disadvantage faced by minority non-Tamil-speaking students in English-medium schools, violation of the parent's right to select the MoI, and finally, the violation of the "non-Tamil speaking" child's fundamental right to education. As a result, the court determined that the G.O. violated Articles 14 and 21 of the COI.

The *English Medium Students Parents Association v. State of Karnataka* (1994) case was challenged in the High Court of Karnataka on the grounds that the G.O. breaches the parents' right to select the MoI. The court transferred the case to a constitutional bench of five judges after recognising that it raised important constitutional law issues. The court framed questions to

explore the meaning of mother tongue, whether the term refers to a child's preferred language, whether a student or parent has the right to choose MoI, and whether the state has the right to require a minority to use its mother tongue as its MoI. Ultimately, the court determined that the mother tongue is not the language in which the kid feels most at ease and that the state lacks the power to force a linguistic minority to select its mother tongue merely as an MoI. Judicial intervention in matters of education specifically around MoI activates 'allied legal concerns' while side-tracking the 'child' and its best Interest (Chimirala, et. al, 2023 submitted for review). Although the state appeared to be aware of the rights of the ITM child's learning chances and attempted to address them in Chebrolu (2020), the courts were aware of the possibility of reverse discrimination, compromise on merit, and the boundaries of the governor's authority. In examples such as the Tamil Nadu Tamil (2000), where the state deems the introduction of Tamil Language or MoI to be a helpful provision for the kid while other stakeholders consider it an imposition, inequitable interests appear to be at play. Consequently, policy reform that might aim at *advantaging* the child could then be placed in the "third rail - a policy issue that, by touching them, risks political electrocution" (Welner, 2012) and hence becomes a bone of contention triggering litigation.

Our research on courts intervention in educational matters often portrays the executive as the violator of the rights of the disadvantaged and the courts as their refuge (Superfine, 2009). This belief in court's interventions itself could be problematized in two ways, especially in India. One, it presumes that the disadvantaged possess the requisite 'capitals' to seek judicial intervention; and two, the converse could be a reality as well, that the state administrates accommodations (for the disadvantaged) which then get challenged in the courts since actions in favour of a disadvantaged group on 'something' tends to be seen as against 'somebody' (Ruiz, 1984). Therefore, a state institution, the judiciary is authorised to hear concerns and interests which, as Lotem Perry-Hazan (2015) argues, are at the "knotty junction of human rights, religion and politics in educational policy". Pertinently the courts drive the kegs of the policy wheel in directions that could undermine the child's best Interests. While such litigation draws attention to the inequalities experienced by 'the other' stakeholders (Youngs and Bell, 2009) they also highlight the lack of coordination in policy making albeit without affecting 'other' stakeholders. Gynther (2007) calls it "circumventing allegations of reverse discrimination".

Ironically, current research iterates that courts are not the most appropriate forum to adjudicate upon and shape educational policy, due to their 'incapability' to process complex data that underlies such policy (Welner & Kupermintz, 2004), and their failure to recognize the impact of their intervention (Superfine, 2009). Judges are trained to recognise institutional vagueness, ambiguity and weaknesses rather than push over for strengths and gains (Superfine, 2009) and often find themselves restricted by the 'issues' that are raised in the court and the normative structures that the Constitution erects (Gibton, 2010). In short the general view of judicial intervention seems to be that when courts intervene, any 'change' towards child-centred progress-oriented developments as State interventions become futile and seem like a fickle temperament of the government-in-power at the time. Nevertheless a long list of legislations on 'child-protection' which explicitly includes 'education' does exist (appended). Our analysis of the legislation shows two commonalities: age and open-textured reading.

- a. 'Age' is the most fundamental component in determining who qualifies as a child. However, this age range can vary from one jurisdiction to another, as well as within various fields and disciplines, depending on the context and the goals that are being sought to be achieved. A child is also defined in the context of legal discipline according to whether or not the individual has reached the age of majority (~Indian Majority Act), whether or not the individual possesses the capacity to enter contracts (~Indian Contract Act), whether or not the individual is mature enough to understand the consequences of their actions (~Juvenile Justice Act) , and whether or not the individual is able to utilise the full range of rights and duties (~Guardianship and Wards Act). Age is not immune to political, cultural, social, and time and development. Besides that, the entire concept of age is riddled with paradoxes, conventions, and oddities. Particularly, two people of the same chronological age may not have the same biological age, psychological age, social age, or even legal age. We say this because the variation itself arises from and gives rise to various needs. For instance, while the Indian Majority Act defines a child as anyone under the age of 18 for the purposes of transactions, contracts, and commerce, and full assumption of other rights. Child labour related legislations such as The Children (Pledging of Labour) Act, 1933; The Factories Act, 1948; The Apprentices Act, 1961; The Child Labour (Prohibition and Regulation Act), 1986 have a lower bar up to 14 years

and 15 years even though child labor has been recognized as an economic peril (too). We can also see how, in the enforcement of criminal laws against children, the mental capacity or psychological age of a child, regardless of their age, is used to determine liability or culpability, but in contrast, the Supreme Court ruled in *Eera v State of NCT of Delhi* that an adult with the mental capacity of a child cannot be treated as a victim under the Protection of Children from Sexual Offences Act. In this case, the 38-year-old victim/survivor had the mental age of a 6-8-year-old child, and it was argued that the person accused of physically assaulting her should also be booked under the POCSO Act, but the court established that chronological age or biological age is more significant.

Even though the various disciplines, from Social Sciences to Psychology to Law, do not agree on a single definition of ‘child’, we want to emphasise that when framing policies and identifying beneficiaries, particularly children, a purposeful and contextually informed approach be used. We emphasise this throughout our research study through various evidences, and in this section we do so by emphasising that marginalised children, who do not receive adequate attention in mainstream narratives, also do not identify in child protection and welfare legislations, which consider a child to be a monolithic identity, and thus ITM children are overshadowed and left behind from getting the due benefits.

- b. The open-textured nature of law allows for such *context-and need-or goal-oriented* interpretation to occur. To some extent, we can say that the law and the legal institutions have been accommodating in allowing for this degree of wiggle room, adaptability; however, this has led to inconsistencies in the application and enforcement of laws, which are ultimately informed by the subjective experiences of individuals as well as the preponderance of prevailing social conventions and norms, and dominant structures.

2.4.3.1 How is Equal Educational Opportunity then Operationalized Within the Case of ITM ‘Child’ as such (in a KGBV school) Through NEP (2020)?

Creating any kind of opportunity for an ITM child needs to recognise the two kinds of discourses that are in place: One the discourse of disadvantage that ITM child experiences and two, the discourse of aspirations to overcome the disadvantage. Therefore creating opportunities for education and/or learning needs to have at least two sets of discourses, two groups of people, a

hurdle and a plan to overcome the hurdle. With specific reference to the ITM child in India, the national education policy executes all of these given that NEP (2020) explicitly recognises conditions that can lead to learning poverty that is conditions that trigger learning poorness and in this direct direction orchestrates the nature of opportunity along three dimensions: one the discourses of disadvantage; two, the aspiration for a participatory educational environment and three, a set of proposals for the ITM child.

NEP (2020) recognises the express need to make education meaningful for children especially ITM children as a way to address dropouts and explicitly mentions girls and ITM Girls. NEP (2020) lists several prerequisites that can lead to disadvantages in educational spaces: lack of appropriate parenting, locational disadvantage, access to quality teaching learning material, language barrier, and absence of opportunities for early childhood education in care, as reasons for learning poorness. Further, it aspires for an education that would enable capability and recommend the adoption of play-based activities, enquiry-based education, discovery-based, discussion-based and analysis-based approach to classroom engagement so that a participation-based and engaged development of the child can happen. Building language-sensitive and culture-embedded learning environments that are safe, healthy and secure for the child seems to be the mandate of NEP (2020). Hence NEP (2020) proposes measures to ensure Equal Educational Opportunities and Learning Opportunities and thwart learning poorness:

1. Recruit local teachers to construct child-friendly and linguistically sensitive pedagogies given their familiarity with local language and culture (NEP, 2020 para 2.3).
2. Equitable opportunities in educational spaces vis-a-vis resource allocation for the child's development.
3. Use the local language/mother tongue/regional language as far as possible in the school (NEP, 2020 para 4.11).
4. Integrate the child's culture into the curriculum (NEP, 2020 para 22.9).

While the aspirations of NEP (2020) are worded for primary education, one must not lose sight of the fact that KGBV schools were designed as a 'come-back' and a 'bridge' for the girl who for various reasons dropped out. Statistics do indicate that the dropout rate is extremely high in ST girls. Hence an introspection of what education needs to be enabled in the ITM girls cannot be a difference-blind approach where a one-size-fits-all approach will be adopted. The policymakers

would be expected to be difference-conscious when engaging with KGBV schools specifically in Fifth Schedule areas such as the ones this study is reporting on.

With ITM girls who experience an intersectional effect when it comes to their educational rights, educational possibilities and promises of aspirations, the idea of ‘education’ then has to ideally allow for possibilities of availing choices that would otherwise not be a chance for. So adopting a minimalist approach would mean one, that the ITM girls have access to whatever is already designed for the majority irrespective of its suitability and two, the nature of choices and chances would then be geared towards making them immediately employable. Something we noticed in KGBVs in A.P. where in class 12, options for higher education were traded for: we have noted that the ITM girl students throughout KGBVs in this state and others are provided courses that are directly conforming to the traditional and gendered jobs that women have been forced to pursue. Take, for instance, the job of a Multipurpose Health Worker or that of a Tailor. These vocational classes are not going to either offer career chances or lead to opportunities for higher education for the students that come from native communities. This can further exacerbate class divisions by reducing students’ opportunities for upward social mobility and access to occupations and professions that pay better or add to the status value of the woman. An understanding of ‘Equal’ in Equal Educational Opportunities, seems to adopt a ‘difference-blind’ approach rather than a ‘difference-sensitive’ approach. This could be seen in several ways:

1. When the ITM girls are subjected pedagogically to ‘monolingual’ language-discordant communication and interactions in the classroom, especially in class 6.
2. When teachers adopt pedagogical strategies based on their inability to transact lessons and adopt a ‘peer translation’, ‘language-brokering’ or even the translanguaging approach from a deficit perception of the ITM girls rather as a genuine appreciation of their multilingual abilities.
3. When a common core syllabus is adopted across the different state-run school systems, the same is mandated for the ITM girl child who experiences an intersectional effect.

4. When distinct and context-specific teacher in-service programmes geared for the KGBV ITM girl child are non-existent since the one-size-fits-all approach is adopted even in the teacher in-service programs
5. When opportunities created do not enable 'genuine' chances for developing one's abilities and functionalities for any reason be it linguistic, attitudinal, political or even distributional.

A genuine assessment of the ITM girl child's educational right requires a square evaluation of the contours of its educational experience. Hence in the ensuing chapters (Chapters 4, 5, 6 and 7), an attempt is made to then assess if the ITM girl child has 'Equal Educational Opportunities that allow for/enable Equal *Learning* Opportunities' by way of answering the following questions:

1. Are KGBV schools *enabling* spaces? safe? Secure? Happy? engaging? motivating?
2. Does Learning Poorness exist in KGBV schools for ITM girls? Are teachers aware of Learning poorness in their educational contexts? Why does Learning Poorness exist in the ITM girl Child's educational Space?
3. Do the girls of KGBV school have EEO and ELO? Why?

Chapter 3

Research Design and Tools

Objectives of Chapter

- a. Present the methodology used in study
- b. Present the logic of each of the tools used in the study with each stakeholder
- c. Explain the logic and the nature of the tools designed for this study

3.1 Introduction

A mixed methods approach was adopted given the nature of the study and its engagement with multiple stakeholders. All tools used in the study were specifically designed for the needs of the study and hence the reader is cautioned against a possible researchers' bias the researchers' aspiration for nothing but the best of the possible opportunities for the ITM girls. Therefore, despite taking precautions to avoid validity and reliability concerns, we warn since standardised tests and questionnaires were not used. Not only were the tools specifically designed, but they were also strategically set up during interactions with stakeholders. Consequently, we present the tools used with learners followed by tools that were designed to be used with other stakeholders such as teachers, teacher educators, educational officers, parents, students and other interested parties.

3.2 The Common Core Pattern Adopted for Designing and Validating Tool Sets

To design the tool sets that will then capture the nature of variations in how Stakeholders understand EEO, it is unfolding, its relationship with ELO and why creating ELO is considered a difficult task, we engaged with literature in three domains: 1) literature in educational achievement/success (specifically in literacy) for children in 'minority' and disadvantaged contexts; factors that impacted child engagement in educational activity; and policy for educational planning and management with emphasis on teacher education. Out of the iterative reading (literature) and listening (teacher in tribal schools during pre-field work visit) designing process resulted in two tool sets targeted towards the two primary groups of stakeholders (the

learner group and the State representatives i.e. educational officers, teacher educators/trainers, teachers and field coordinators) to understand the research questions:

- a. Are ITM girls in KGBV schools ‘well’? Safe? Secure? Happy? Engaging?
- b. Does *learning poorness* exist in KGBV schools for ITM girls?
- c. Do the teachers perceive learning poorness in ITM girls of KGBVs? and Why according to them does learning poorness exist?
- d. Do the ITM girls of KGBV school have EEO as ELO? Why? Why not?

In designing the tool sets we followed the phases listed in Fig 3.1. All tools, whether for learners or adult stakeholders, were developed in HINDI and then translated into English, Marathi and Telugu.

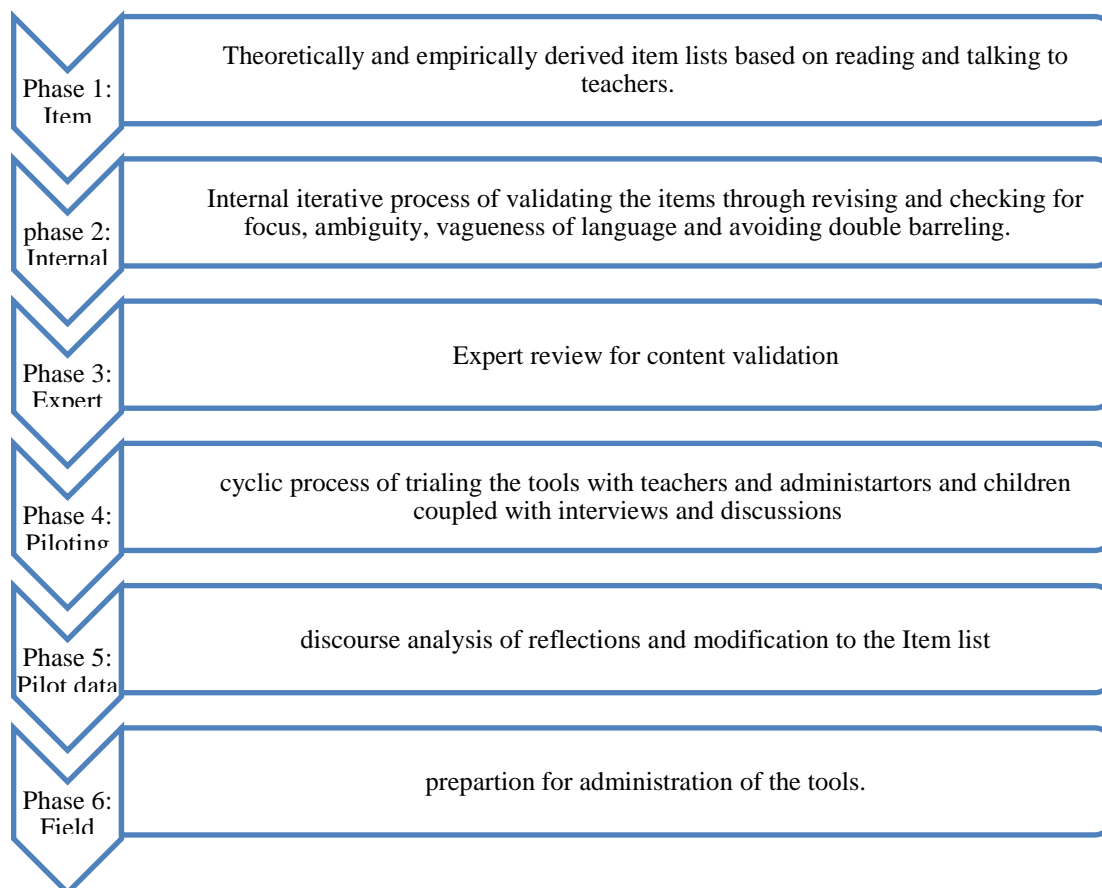


Fig. 3.1: Phases for Designing Tools

3.2.1 Rationale for Tool Set I: To be Administered to Education Officials, Teacher Educators/Trainers, Teachers and Field Coordinators for KGBV Schools

Based on literature in three different domains of knowledge namely: Factors that impact a ‘girl’ child’s opportunities to education¹³ (Learning); Language Rights for ‘minority’ child in educational spaces;¹⁴ Academic nature of Language for educational success,¹⁵ It is generally accepted that any child has a right to ‘Linguistically Sensitive Practices (LiSP)’ both as a policy and as practice. Table 3.1 presents the constructs that the tools operationalize. This consensus recognizes LiSP as a constitutional affordance in the primary education spaces (Art. 350A, of COI) and as teacher-driven accommodation in secondary and above contexts.

Table 3.1: List of Aspects that impact understanding of EEO for (Minorities)¹⁶		Items as designed in the tool sets
For Teachers/ Educators/ HM	<ol style="list-style-type: none"> 1. Awareness of Language Learning Processes as a Second Language and in Content Learning (maths) 2. Awareness of the role of Language in learning Content (Science, Maths) 3. Pedagogic knowledge of enabling learners to be partners in their learning 4. Pedagogic attention to language 5. Scaffolding practices in classrooms 	<p>LiSP-Enabling Participation (LiSP-EP)</p> <p>LiSP-Linguistic Sensitivity (LiSP-LS)</p>
For officials and Teachers/ Educators/ HM	<ol style="list-style-type: none"> 1. Awareness of cultural and linguistic diversity 2. Awareness of policy accommodations and restrictions 3. Awareness of factors that restrict learning opportunities <ul style="list-style-type: none"> ● Parenting Factors ● Community Factors ● Teacher Factors ● Policy Factors 	Q Concourse

¹³ PRIMARY REPORT ON BASIC EDUCATION (1990), OECD Reports

¹⁴ Skutnabb-Kangas et al (2019).

¹⁵ SEE references to Cummins and Swain, (2014), Valdes (2004); Uccelli and Galloway (2016); Biber (2006)

¹⁶ Based on an extensive literature review on Learning Poverty, Language Rights for Social justice, Education for Development.

	<ul style="list-style-type: none"> ● Learners-related Factors 	
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The premise for the tools is that the way teachers/officials/educators/coordinators understand ‘aspects’ that restrict the girl child’s ability to realise ELO in classrooms will manifest in -

- How do they understand EEO and whether their girls have it?
- How they understand the various policy accommodative practices that are operational in their school spaces
- How sensitive they are to their learner’s language issues (LiSP-Language Sensitivity) and there on create Opportunities for Classroom Participation (LiSP-Enabling Participation Tool)

THEREFORE a 25 items **Q set**¹⁷ is designed in ‘negative’ discourse i.e. instead of saying ‘teachers enable participation through group work’ we coded the item as ‘teachers do not enable participation through group work’. Such structuring allows for *subjectivities* that guide policy understanding/making/practices as well as the logic as to why they do so to be articulated. Additionally given this study’s primary aims to understand how stakeholders construct EEO and what they see as aspects that restrict EEO for the girl child in KGBV schools of the 6 aspirational districts this study focuses on, we decided to create a set of tools exclusive for teachers which can then be used to triangulate in answering the 1st research question as well as with learners’ performance. 7 items for documenting LiSP-LS and 16 items for documenting LiSP-EP are designed. The list of tools designed and the logic for the tools are presented in Table 3.2, Table 3.3, Table 3.4 and Table 3.5.

¹⁷ Interested readers can check the list of citations in the reference section for Q methodology, why the methodology is adopted and how it is done.

Table 3.2: List of Tools for Officials, Teacher Educators, Teachers and Community Coordinators (also called Resource Persons)			
Name of the Tool	Who will engage with the tool?	What does it probe?	What would the tool answer?
Q Concourse	Education Officials such as 1. Block Education Officers (BEO) 2. Assistant Block Education Officers 3. Block Resource Persons/Coordinators 4. Teachers 5. Teacher Trainers/ Educators 6. Special Officers/ HMs in KGBV schools	1. Subjective understanding of EEO 2. Subjective understanding of ‘obstructions’ for realising ELO 3. Subjective set of recommendations for how the obstructions can be addressed	1. Specific aspects of policy accommodations 2. Areas where policy integration is needed 3. Areas where policy focus is strong and where vulnerabilities are still not addressed
LiSP – Enabling Participation	1. Teachers 2. HMs	Efforts and accommodations that teachers/HMs make for enabling learning and participation in classroom	Nature of practices 1. In classroom practice 2. In admission processes 3. In enabling well-ness and well-being 4. etc...
LiSP- Linguistic Sensitivity	1. Teachers 2. HMs	Linguistic sensitivity of teachers and administrators of KGBV schools to girls’ language-related concerns for participating in classroom	

Table 3.3: LiSP- Enabling Participation and LiSP- Linguistic Sensitivity		
S. No	Construct	Factors
1	LSP-Enabling Participation	Awareness of Language Demands (ALDs)
		Diagnostic Practices (DP)
		Scaffolding Practices (SP)
		Strategies to Enable Classroom Practices (SECP)
2	LISP-Language Sensitivity	Awareness of language learning process (ALLP)
		Belief about language interaction (BLI)
		Awareness of language-discordant pedagogy (ALDP)

3.2.2 Rationale for Tool Set II: The Learner Tests

3.2.2.1 Language

Extensive research findings consistently point to the following as aspects that impact classroom engagement and the issue of how accessible the language of the classroom as an explanation for educational difficulties, low achievement and hence place language proficiency as a key variable in both engagement and achievement. Cummins (1981) distinguishes between Basic Interpersonal Communication Skill (BICS) which implies communicative competence supported by *context and familiarity* and Cognitive Academic Language Proficiency (CALP) would then comprise academic skills such as conceptual knowledge, problem-solving skills and literacy skills (i.e., beyond the surface level of language i.e., vocabulary and syntax). As one progresses in education, one needs to navigate and negotiate meaning mostly in the context-reduced end of the continua, one has to depend entirely on the linguistic cues to interpret the meaning and the logic of the discourse. The cognitively demanding tasks then demand simultaneous/ successive language for information processing as well as mitigating the task requirements. Additionally

Keith Stanovich's concept 'Mathew effect' explains the research evidence regarding reading where, "early success in acquiring reading skills usually leads to later successes in reading as the learner grows, whilst failing to learn to read before at these early stages may be indicative of lifelong problems in learning new skills" (cited in Romeo, Leonard, Robinson, West, Mackey, Rowe and Gabrieli (2018, p: 700). Romeo, et al., (2018a and 2018b) argue that Socio-economic Status (SES/SEI) impacts heavily on children's vocabulary development in terms of what and how frequently they hear for e.g. fewer and less complex utterances, on average, than their more advantaged peers impacts the nature of reading comprehension. Research again in the international locations highlights socio-economically backward and ethnic groups that despite an initial higher score in early classes, the grades began to drop as they progressed to higher grades (Reardon, 2011; Reardon, Robinson-Cimpian, and Weathers (2015). These studies claim that early educational activities, motivation, current educational activity and educational achievement mediated by language and language proficiency influence performance. Therefore, the achievement tests designed for the study build on Core Academic Skills entrenched within familiar and culturally sensitive as presented in (Table 3.1).

3.2.2.2 Problem Solving

The eye of any problem solving task is the recognition of the 'problem space' – what is the problem? Why is it the problem? What is the trigger to the problem? Why and how does the problem manifest? How can it be solved? Can there be alternatives? The literature on designing tests for problem-solving specifies that three aspects have to be clearly defined: the construct being documented, the problem space, and the knowledge domain that the problem draws on. Would the child draw on intelligence (in which case there would be one solution only to the problem) or on creativity? In designing the problem-solving texts we applied the following as the criteria: Cultural relevance, prior experience with the storyboard, availability of domain knowledge (for the ball story) and finally, linguistic accessibility. The logic for problem solving tests entrenches three core competencies that any child would possess: domain-specific knowledge (i.e. what would the child need to know to be able to answer the questions), convergent thinking (i.e. applying known aspects to problem-solve) and divergent think (i.e. evolve novel ways of solving a problem if known ways fail or fall short). In accordance with the three aspects, the logic of the problem solving tasks is presented in Table 3.4.

3.2.2.3 Mathematics

In designing the maths test for the three classes we adopted items from National Achievement Survey (NAS) (2017, 2019 and 2021) and additionally worked our logic as to what the child would need to have to be able to do the problem. Since NAS is based on learning outcomes, we chose to ask what would the child need to do the problem i.e. what competencies are required to be able to successfully execute the sum and solve it. The Minimum Level of Learning (1991) identifies the following as prerequisites for any successful completion of a mathematical task: 1) Conceptual Understanding of the core knowledge; 2) linguistic Fluency in carrying out basic instructional decoding routines (3) Strategic competence in planning both the operational and the formulaic components of the task. The same has been tested here as well.

Table 3.4: Logic for the Language Test¹⁸			
Tasks	Skill measured	Operationalization of the skill	Items as examples (see Class 6 Language-Hindi)
Decoding texts for specific information	Understand simple sentence structures	Identify the response that corresponds to the question.	A21, A17, A11, A15, A7
Unpacking dense information: Simple and complex lexical items (Vocabulary) and sentences	Breaking down simple familiar words Breaking down complex/ unfamiliar words from the context/ usage in the sentence	Identify the meaning of a word from the given options	A18, A12, A13, A14, A6
	Understand complex sentence structures	Select the picture that corresponds to the target sentence.	A1, A2, A3
Connecting ideas logically	Understand how connections in ideas are made <i>in school</i> through connecting words	The student needs to identify the right connection word from the options given.	A4, A19, A22, A4
Identifying participants and themes in the text	Tracking referent in the text	Identify the underlined word with its antecedent.	A23, A8, A10
Organising a text	Sequencing the text in an order	Look at the pictures and then sequence the text.	A16
Interpreting writer's viewpoints Identifying writer's stance	Identify writers/speaker's viewpoint/claim in the text	Identify the intention of the writer/ speaker.	A25, A24, A20, A9, A10, A5

¹⁸ All the test items were set 'in context' either in a cultural or a textual context for testing. Usually academic skills are tested in isolation i.e. in a contextual rendition and in experimental conditions where a FI would administer the test individually.

Presenting one's evaluation of intention			
Recognizing academic registers	Identifying academics from colloquial language.	Identify the most suitable definition of an everyday item.	Nil-(tested in class 7 and 8)

Table 3.5: Logic for Problem Solving Instrument¹⁹

Tasks	Skill measured	Operationalization of the skill	Examples from Problem solving test paper
Identify family resemblance and relationship	Identify the family resemblance either on the basis of utility, category, belonging, functions etc.	Children will be asked to look for relationships in the non-verbal and verbal items	C1- C4
	Identify the next word/image based on the nature of the relationship	Children's attend to a specific picture in the story stripe and would be asked need to identify the relationship	C5-C6
Identify 'intentions' of the actions	'map' the visible aspects of the story i.e. the landscape of the objects (the actors, objects, actions and results) to the landscape of intentions.	Children Children's attention would be drawn to a specific picture in the story stripe and would be asked to assess 'why' a certain action is done in the story stripe.	C7-C9
Identify whether a problem space	Evaluate the cause for the problem	Children's attention would be drawn to a specific picture in the story stripe and would be asked whether there is a problem and	C10

¹⁹ Half of the items were set in a 'story' context that was culturally, contextually and linguistically familiar to the children by examining their textbooks and the language of the texts. The tests will not be done experimentally and will demand not just thinking skills but also written language skills. While it is a known finding that the demand for written language might impact the nature of expression of one's thinking.

exists		why there is a problem.	
	Identify conflict of interest	Children’s attention would be drawn to a specific picture in the story stripe and would be asked why two or more parties engage in a ‘fight’ or ‘conflict’	C11
Analyse the problem space	Identify the ‘specific’ aspect that triggered the issue and describe how/why it is a problem	Children’s attention would be drawn to a specific picture in the story stripe and would be asked why there is a problem.	C12
Evaluate the ‘solution’ in the problem space	Identify the problematic aspect (if any) of the solution	Children would be expected to examine (through convergence and divergence) whether the solution adopted is apt.	C15
Provide a solution to the problem	Create a solution that either bridges the solution given in the story stripes OR create a version of their own.	Children would be expected to creatively construct (through convergence and divergence) whether the solution adopted is apt.	C13, C16

Table 3.6: Logic for Math Instrument

Tasks	Skill measured and Operationalization of the skill	Examples from test paper for class 8
Basic arithmetic	Identify the places of the numbers and how they would be represented Child needs to recognize the number, the sign, the operation required to find the answer	B14
	Knowledge of four basic operations Know the language of the sum to recognize what needs to be done	B11

Fractions and mixed numbers	Identify ascending/descending order of the fraction Represent the fraction in decimal forms	B5
Order of operations	Word problems that involve multiple operations Identify patterns, shapes, time frames etc.	B7
Interpreting graphs and figure data	Linguistically decodes the nature of the task Identify the requisite information Identify the operation required to do the task	B1
Decoding measures And calculating volumes	Linguistically decode the nature of the task Identify the requisite information Identify the operation required to do the task	B2

3.2.3 Rationale for Tool Set III

3.2.3.1 School Wellbeing Scale: Overview

KGBV schools are dedicated to improving the lives of underprivileged girls by providing them with educational opportunities to finish their schooling, and decrease gender gaps in learning. Women's education is central to the mission of KGBVs. In order to create a conducive, safe, healthy, and fruitful learning environment, it is important to conduct an assessment of the school's infrastructural inventory. The assessment can help promote the well-being of students and support their academic success by identifying areas for improvement in the physical infrastructure and resources of KGBVs, so as to enable the girls to make positive contributions to their communities and society requires adequate resources and infrastructure.

We have based our research on the work of Robert H. Bradley (2020) , who studied the impact of a child's environment on their development. Bradley's research identified several key factors that influence the child's development: sustenance, safety, stimulation, socio-emotional support, surveillance, structure, and social integration. By focusing on these factors, we aim to better understand how children from disadvantaged backgrounds can be supported to thrive in their environments and reach their full potential. A typical schema or checklist for evaluating the physical infrastructure and resources of KGBV would have only included factors such as buildings and facilities, equipment and supplies, sanitation and hygiene, health and safety, food and nutrition, infrastructure for sports and recreation, accessibility, personnel, budget, and resources. Therefore, to ensure that our assessment is comprehensive and holistic, we have drawn on multiple sources such as to make our checklist actionable and relevant to the specific context of KGBV. These guideline documents include the CBSE School-Safety Checklist, NCERT Guidelines on School Safety and Security, and the Samagra Shiksha Social Audit or School Review Checklist. Additionally, we have drawn insights from the Second National Evaluation Report of KGBVs, as well as guidelines on the Cultural Safety of Indigenous Children. By incorporating these different resources into our checklist, we aim to provide practical guidance that is grounded in local and national best practices, and that is tailored to the unique needs and circumstances of KGBVs. This approach ensures that our checklist is not only

comprehensive and well-informed, but also actionable and useful for schools and stakeholders seeking to improve the infrastructure and resources available to students.

3.2.3.2 Learner Wellbeing Tool

Student well-being underpins every aspect of a student's schooling, including their learning, school engagement, and cultural and social relationships. Overall well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction, and leads to the flourishing of individuals, communities, and nations (Buecker et al., 2018). Simply put, those who feel better can aspire to learn better. Research has found that “inducing positive emotions (such as joyfulness, love, or appreciation) enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity” (Cameron, 2012, p. 26).

a. Components of the Learner Wellbeing tool

We adopted the construct of well-being as envisaged by WHO-5 for a number of reasons, including administration ease, reliability and validity, cross-cultural usability, and cost-efficacy; comprehensiveness of well-being (Topp, Østergaard, Søndergaard, & Bech, 2015). The questionnaire is brief with five factors, making it appropriate for large-scale research. It has shown high levels of reliability and validity, making it a trustworthy and valid instrument for measuring subjective well-being. It has been utilised in a variety of cultures and has demonstrated strong cross-cultural validity, making it appropriate for usage with a wide variety of people. In addition, it is a cost-effective tool, as it is freely accessible and requires no special training to administer. Moreover, it assesses a wide range of well-being components, such as happiness, energy, calmness, and motivation, and provides a complete picture of an individual's well-being.

However, we have also adapted the WHO-5 Well-Being Questionnaire for use in KGBV because these schools serve a community of indigenous girls who, as research *says*, *have* distinct experiences, backgrounds, and cultures and who, as per the NEP 2020, have not been able to harness the fruits of educational progress and development. Using a standardised questionnaire

such as the WHO-5 may not adequately capture the complexities of these girls' well-being. Adapting the questionnaire to better reflect the setting of KGBVs could result in more accurate and pertinent well-being measurements besides strengthening its cultural sensitivity and relevance, leading to better student involvement and more meaningful responses. The five attributes of well-being that form the foundation for a child's overall quality of life and are critical to their development and success in school and beyond have thus been added to the WHO-5 Well-Being Index. We do not believe that the altered constructs are exclusive and/or contrary to the index; they only elaborate and make the learner well-being schema more contextualised by subsuming the original constructs within their ambit.

1. *Happiness* is a crucial aspect of well-being as it reflects a child's positive emotional state and general satisfaction with life. A happy child is more likely to be engaged in learning and other activities and is less likely to experience mental health issues.
2. *Health* is another crucial aspect of well-being, as physical health affects both a child's current and future quality of life. A healthy child is better equipped to learn and participate in activities and is less likely to be absent from school.
3. *Safety (and Security)* is important for a child's well-being as it creates a sense of security and stability, which is essential for their physical, emotional and mental well-being.
4. *Active Participation* in school and other activities promotes a child's well-being by providing opportunities for learning, personal growth and socialisation. This is especially important for children from ITM communities who are often marginalised and excluded from mainstream society.
5. *Motivation* is an important aspect of a child's well-being as it drives their engagement in learning and other activities. Children who are motivated and interested in what they are learning are more likely to persist and achieve success in their studies and beyond.

b. Spaces of Application

We also realise that students tend to see the school as distinctive spaces such as academic, residential, recreational, and community spaces in order to provide a more complete and nuanced

picture of the students' life in the school and thus her well-being in a holistic sense. As such, we categorised the spaces along these lines:

1. *Academic space* represented primarily the teaching-learning spaces and so included the cognitive-pedagogic and social context in which students engaged in academic activities such as attending classes, completing assignments, and taking part in educational programmes.
2. *Residential space* refers to the living quarters and facilities provided to students, including sleeping accommodations, dining areas, and WASH (Water, Sanitation and Hygiene/Health) facilities.
3. *Recreational space* refers to the places and facilities offered for leisure and recreational activities such as co-curricular and extra-curricular activities including sports and games and both creative art and performing arts.
4. *Community space* refers to the social, cultural and community-specific programmes and activities available to students which include practice of and availability of community-specific food practices, and celebrations; and it is as broad as to include culturally relevant curriculum to inclusion of cultural elements in the living space of the child. along with a larger participation of parents as well as possibilities of long distance parent-child communication

The logic we worked with is that an examination of space-specific "wellness" would provide insight into several dimensions of the learners' lives, including their academic setting, residential surroundings, recreational activities, and cultural experiences. By analysing well-being in each of these domains, it may be feasible to discover areas of strength and those in need of development. In addition, partitioning the school into distinct spaces facilitates the targeting of interventions aimed at enhancing the well-being of students, as the solutions and techniques will vary depending on the domain being addressed.

- c. Why must there be a correlation between all the spaces that KGBVs are composed of?*

We present three reasons for why in the KGBV context an interrelationship between the four spaces is necessary. Firstly, the well-being of students is influenced by a variety of factors in their linguistic, cultural, economic, physical and social environment. Academic, residential, recreational, and cultural/community spaces all have distinct effects that can affect the well-being of students. For instance, academic spaces may facilitate intellectual development and academic success, whereas recreational spaces promote relaxation and socialisation. Cultural/community spaces may foster a sense of belonging and cultural identity, whereas residential spaces may provide privacy and personal time. Consequently, it is probable that students' perceptions of wellness in one area of the school are related to their perceptions of wellness in other areas.

Secondly, it is probable that learners' experiences in different school spaces are interconnected, as they move between spaces throughout the day. For instance, the experiences of learners in academic spaces may affect their emotional state, which in turn may affect their experiences in other spaces. If students feel stressed or overwhelmed in academic environments, they may be less likely to participate in recreational or cultural/community activities, which may have a negative impact on their perception of wellness. Lastly, students' perceptions of wellness are also affected by their overall school experience. If students feel supported, safe, and valued at school, they are more likely to perceive wellness positively in all school settings. Thus, a positive correlation between students' perceptions of their own well-being in different school spaces would indicate that the school environment fosters a positive and holistic sense of well-being among students. If there is no correlation between the perceived well-being of students in different school spaces, this may indicate that these spaces do not contribute equally to students' overall sense of well-being. There could be a number of explanations for this lack of correlation, including-

- Inequitable access to spaces: Students may have unequal access to various school spaces, which may affect their perceptions of well-being. For instance, students with limited access to recreational or cultural/community spaces may not report the same level of well-being in these areas as students with greater access ;
- Differences in space quality: The design, maintenance, and amenities of different school spaces, such as academic, residential, recreational, and cultural/community areas, may vary, which may affect students' perceptions of well-being;
- Individual differences in preferences: Students may have individual differences in their preferences for various spaces, which may affect their perceptions of well-being. Some

students may prefer quiet and private study areas, whereas others may prefer more social and interactive areas. Different spaces in the school may influence students' well-being in different ways, and the relative importance of these factors may vary depending on the student and the context.

3.3 Analytical Procedures

All data collected from students and stakeholders was either in quantified number form or qualitative perceptions and reasoning for their views. As per the data, inferential statistical procedures have been performed. Qualitative data has been analysed as a discourse to look for hidden dimensions.

Conclusion

This chapter presented the research design and tools developed for the study. All the tools used have been appended. The next 5 chapters present the analysis of the data collected from the specific states.

Chapter 4

Learning Poorness, Learning Poverty and Equal Educational Opportunity as Enabling Equal Learning Opportunity: The Case of ITM Girls in KGBV Schools of Warangal and Adilabad, Telangana

4.1 Introduction

KGBV School is an exclusive space designed with specific objectives for the girl child in general. In order to assess the educational context of an ITM girl's educational experience in KGBV School, we adopt Edward Soja's *Third Space* theory. Soja sees any 'space' as socially produced and hence the space serves as a tool for thought, action, control and for dominance. He argues that the first space is the manipulatable, concrete, objective and measurable aspects of a space. Thus, starting from hard infrastructure to soft infrastructure other physical aspects are a part of this space. The second space is an imagined possibility within the physicality of the first space. Therefore, what kinds of interventions can be designed in the space that constitutes the second space. Thus, discourses of planning can revolve around specific problems and interventions: problems such as dropout concerns, educational achievement, and girl child education possibilities, enhancing the educational development of the girl, the community and the region as a way to address the backwardness of the area. The third space is actually the *lived space*. This is the space where the first space and the imagined second space blend to create a subjective and lived third space. This is the space where we know whether the *imagined aspirations* of the policy-maker/planners have actually materialise into reality and realistic expectations for the girls. Following this theoretical schema, this chapter will engage primarily with the lived space realities of the ITM girls of KGBV. Hence we first present the concrete and measurable aspects of the school followed by girls' experiences, both of well-being and education, in the school.

4.2 The Locational Specificities of the Schools

Heads	Sub-heads	School 1	School 2	School 3	School 4	Researchers observation
Location		Narnoor, Narnoor Mandal, Adilabad, Telangana*	Hirapur, Indervelly Mandal, Adilabad, Telangana**	Sangem, Gavicherla, Warangal, Telangana***	Thirmalaepalle, Rayaparthi, Warangal, Telangana****	*21 km from Utnoor with no readily available public transportation on this route except personal vehicles or engaged autos. **35 Km from Adilabad Headquarters ***19 Km from Warangal Headquarters and 7 Km from the nearest highway ****32 Km from Warangal headquarters and 4 Km from the nearest highway.
Strength of the School		176*	240*	196*	217*	*As per allotted numbers but usually additional students are taken due to demand from community /and special recommendations from CWC.
Academic Space	School building type (storeyed)	2 storeyed (G+1)	3 Storeyed (G+2)	2 Storeyed* (G+1)	2 Storeyed* (G+1)	*The top floor of the schools is usually used for residential purposes, with the ground floor rooms reserved for academic and other administrative purposes.
	Classrooms	5*	9	5	5	*Very congested classrooms. There are no content-specific classrooms but grade-specific classrooms in all schools, as opposed to the guidelines.
	Furniture for Students in the classroom (Furniture includes Desks/Tables, Chairs,	No	Partially*	Yes	Yes	*From Class 8 furniture was provided to the girls.

Bookshelves, Cabinets, Whiteboards/Chalkboards, Bulletin Boards, Waste Bins)						
Furniture for teachers (Chairs and Tables)	Partially*	Partially*	Yes	Yes		*Tables were not provided.
Sitting Capacity of a Class (approx.)	30*	40	35	35		*Crowded Classrooms, no place for the girls to sit and write.
Ventilation	Poor ventilation*	Adequately Ventilated	Adequately Ventilated	Adequately Ventilated		*Specifications not followed.
Laboratories and Special Subject Rooms	Non functional**	Non functional*	Available but non functional*	Non functional*		** neither infrastructure nor equipment available *infrastructure is partially available but the equipment is not. Teachers use YouTube to demonstrate or if available in a ZPHS, they borrow equipment (Hirapur)
Learning materials such as charts, posters used in classrooms	No	Yes*	No	No		*Teaching-learning material made by children and teachers (mostly copied from textbooks).
Computer-Aided learning	No	No	Computers available but not functional*	Computers available but not functional*		*Digital Connectivity is not Available Teachers do not have access to online resources.
Library (Room for Reading) + Librarian + Books	No	No*	No*	No*		*The schools have few books to read but neither do they have library rooms nor librarians. They also do not have culturally relevant books.
S.O. room	Yes	Yes	Yes	Yes		While there is a designated office in the KGBV

						premises for SO, we observed the absence of any separate living space for SO (or for any staff) within the hostel.
Staff-Room	Yes	No*	Yes	Yes		*The staffroom is shared with the SO.
School Hall	No*	No*	No*	No*		*Assemblies, meetings and celebrations are conducted in open air space in front of the school.
Textbooks and Notebooks received supplied by State	TB-Yes NB-Partially*	TB-Yes NB-Partially*	TB-Yes NB-Partially*	TB-Yes NB-Partially*		*Students have to buy the notebooks if the partially supplied ones are over.
Number of Teachers and Teacher-pupil Ratio	6+1 1:29	6+1 1:40	10+1 1:20	8+1 1:28		NEP-2020 mandates pupil-teacher ratio (PTR) to be 30:1.
School is Staffed According to the Implementation Guidelines of KGBV	No*	No*	Yes	Yes		KGBV guidelines require teachers, principal, warden, and non-teaching staff such as accounts, computer operator, cleaners, sanitation workers, cooks and watchman, chowkidar, peon.
School Boundary Wall	Eroding	No*	Yes	Yes		*Children fear animals due to the absence of a boundary wall.
Electricity Connection	Yes	Yes	Yes	Yes		The schools have long hours of power disruptions.
Safe drinking water (working RO/purifier)	RO Available but not functional*	RO Available but not functional**	RO Available and functional	RO Available and functional		*Mineral water is bought from outside. **Drinking water comes from a tank, which is not very hygienic. Mineral water is bought when there is scarcity. Girls go without drinking water for 10 hours because of unavailability.
MoI	English medium	English medium	English medium	English medium		As per state language policy
Language Concordant or	Language Discordant	Language Discordant	Language Discordant	Language Discordant		*Different School and Home Language *Teachers do not know the Children's language.

	Language Discordant Pedagogy	pedagogy*	pedagogy*	pedagogy*	pedagogy*	
	Community interaction is present in academic space.	No	No	No	No	Members of the community are not. SMCs are in place
	Special Educator (Available)*	No	No	No	No	*Every class has at least one child with dysgraphia and learning difficulty
	Teacher Trained to Identify Special Education Needs*	No	No	No	No	*Girls with low literacy progress could be mistaken as affected by developmental disorders or as dysgraphic.
	School Building Separate From Residential Building?	No	Yes	No**	No**	**In KGBV Sangem and Rayaparthi, have classes on the Ground floor and Dormitories on the First floor.
Residential Space	Building Type	2 Storeyed*	2 Storeyed	1 Storeyed	1 Storeyed	*Classrooms are also used as dormitories.
	Cupboards	No*	Yes	No*	No*	*Girls keep their luggage in a trunk box.
	Ventilation	Poor ventilation*	Poor ventilation*	Adequately ventilated	Adequately ventilated	*Narrow windows due to which there is no free flow of air and light into the rooms.
	Furniture (Beds, Mattresses)	No*	No*	No*	No*	*Girls sleep on mats that are not in good condition.
	Washrooms according to the Toilet Usage Ratio	10 1:17	10 1:24	18 1:11	20 1:11	In India, recommends a minimum of 1:15 for females in educational institutions; Swachh Vidyalaya guidelines recommended toilet usage ratio 1:25 in upper primary and secondary schools.

Open Drains or Septic Tanks	Closed*	Closed*	Closed*	Closed*	*Constructed, Used, Covered and Maintained so reduced the possibility of health and safety concerns due to open sewers.
Dormitory Protected against Mosquitoes, and Other such Harmful Pests-Insects	No*	No**	No*	No*	*Provided with only All-out mosquito coil **Occasional Pest Control and Fumigation
Sufficient Water Supply	Yes	No*	Yes	Yes	*Tap water is not available in bathrooms.
Fire Extinguishing Equipment	Yes*	Yes*	Yes*	Yes*	*Located in the wrong places and nobody knows how to use them including the SO.
Menstrual and Other Utilities Provided by School	No*^^	No*^^	No*^	No*	*Girls buy their own Sanitary napkins. ^^No incinerator or vending machines ^Incinerators are present but vending machines are not present.
The Food is Cooked According to the Menu	No*	No*	No*	No*	*Menu is not followed.
Display of Nutritious Values of Food	No	No	No	No	No specific requirement to display this information.
Dining Hall (Available and Functional)	Yes and Functional*	Yes and not functional**	No**	No**	*Dining hall is also used as a school hall. **Children eat in places near the kitchen or corridors and it is attached to the kitchen.
Kitchen (Available and Fit with Safety)	Yes but not safe*	Yes but not safe*	Yes but not safe*	Yes but not safe*	*fire safety equipment not placed in the kitchen.
Medical Checkups (Body,	Yes*	Yes**	Yes*	Yes	*Yearly once **Once in 6 months

	Dental)					***Monthly from PHC
	Health Officers Available on Premises	Yes*	Yes*	Yes*	Yes*	*Do not have ambulance services. Girls are taken in autos in case of emergencies.
	Mental Health Counsellor on Call (Available)	No*	No*	No*	No*	*Teachers try to motivate children.
	Teachers Trained to Handle Mental Health Concerns of Children	No*	No*	No*	No*	*Inadequate training is provided to teachers. The teachers felt the need for this training.
Recreational Space	Playground (Available)	No	No	No	No	The space for playgrounds is not thought about enough when KGBVs are designed and built. They are more of a retrofit because students play in the school forecourt
	Dedicated Period only for Games	No*	No*	Yes	No*	*Games and sports are NOT scheduled in the 9:00 A.M to 4:00 P.M timetable. After school 4:00 to 5:00 is open for games and other activities.
	Dedicated Sports Training	No	No	No	No	No special athletics training is provided to participate in district or national competitions.
	Sports Equipment (Available)	No	No	Yes*	Partially**	*The available equipment is donated. **Only indoor sports equipment is available.
	Sports Coach (Available)	Yes*	Yes*	Yes*	Yes	*Qualified sports coaches are available.
Community Space	Community Food Cooked	No*	No*	No*	No*	*Major reason for unhappiness in the school space.
	Celebrate Community Festivals	No*	No*	No*	No*	*Reason for extended holidays and missing classes.

School Calendar Accommodates Community Needs/Meets/Fest ivals	No*	No*	No*	No*	No*	*Holidays are given only for national festivals; none of the community festivals are accommodated in the school holidays.
Community a part of the School Ecology	No*	No*	No*	No*	No*	*Neither the school's linguistic landscape nor the curricular activities invite the community members.
Amenities for Community Members (Telephones, Seating Space when visiting)	Not provided*	Not Provided*	Not Provided*	Not Provided*	Not Provided*	The girls use their teachers' mobiles to talk to the parents; parents have to wait outside the gates to meet their wards on weekdays and no space to accommodate parents when all of them come at once.

4.3 Are the Girls ‘Well’ in School?

At the core of a student's experience in school is their well-being, which encompasses various aspects such as academic performance, social connections, and cultural involvement. A focus on well-being can lead to a range of positive outcomes, including increased motivation, reduced disciplinary issues, and a more enjoyable school experience. This underscores the importance of prioritising student well-being, as it not only benefits individuals but also communities and nations at large (Bücker et al., 2018).

a. Participants

N=104 grade 8 pupils from four KGBV schools in the Indian state of Telangana, namely Rayaparthi, Sangem, Narnoor, and Heerapur (Indervelly), were administered the tool. The respondents' ages ranged from 13 to 15 and were speakers of Gondi, Kolami, Marathi, Urdu, and Lambada. The well-being questionnaire was administered only to Class 8 students and not to Class 6 and 7 students because we believe that Class 8 students, having spent more than two years in school, are better accustomed to the school environment and practices and are therefore better equipped to comprehend and respond to the questionnaire's questions. On the other hand, Class 6 students who had just started school when this test was given might not have been able to understand the questions. Hence, a convenient sampling method was adopted to involve those students who were more accessible and readily available to provide their inputs on the status of student well-being in these schools.

b. Procedures

On the basis of a structured questionnaire focusing on the perceived and subjective well-being of KGBV pupils, a mixed-methods study, i.e., a questionnaire followed by FGDs with the learners was conducted. Additionally, researchers' assessments of the aspects that contributed to each of the factors under well-being were independently documented. The instruments were administered alongside achievement tests on field trips between June and November of 2022. Since, the survey also aspired to measure specific aspects of well-being, such as the absence of stress and anxiety experienced by students, and the level of engagement and sense of belonging experienced by students, FGDs were conducted with students. This allowed for more detailed

information about their experiences and perceptions of the school environment particularly useful for gathering information about specific aspects of well-being, such as the level of support provided for physical and mental health and well-being. The questionnaire was intended to be self-administered, however, we decided to assist children in completing the survey due to their age, language ability, education level, and comprehension of the survey issue. To ensure that the survey findings truly reflect the child's experiences and viewpoints, the same questionnaire was used to guide discussions during the FGDs. Ethical considerations were primary. Students were not obligated or mandated to complete the questionnaire for the study. Before administering the questionnaire, its objectives and context were explained to the participants. Those who did not intend to complete the survey remained in class. The facilitator's presence afforded students the option to seek clarification on the nature of their queries, if necessary. To protect the privacy of the participants, the completed questionnaires were encoded.

c. Process of Analysis

Three-layered-onion-ring analysis is attempted. First, a descriptive and inferential statistical analysis to understand and interpret what the ITM girls have rank-ordered on the well-being scale is attempted. The FGDs with the girls are then brought in to understand why the nature of ranking is as such and finally the research team's observations along the School Well-Being scale and the discussions with the school-in-charges are brought in to further explain the well-being context of the ITM girls.

4.3.1 What does the Analysis say about how 'Well' the Girls Feel in the School Space and Why?

Pearson Product Correlations were done to identify the relationship between specific factors that contribute to the student's well-being in KGBV schools for ITM girls. In addition, our analysis seeks to identify any correlation between the factors so that we can better understand the causes of these outcomes and identify areas where the school's educational processes, care and counselling services, infrastructure and coordination design for an enabling and safe school environment be designed.

4.3.1.1 Within Space-wise Correlations

Space-wise correlations of learners' perceptions of being 'well' in 4 different spaces of KGBV were done to understand how their perception interacts with the space in which they live. Moderately strong positive correlations were found between academic space and residential space ($r=.527$, $p=.01$) indicating that eventualities in the academic space impact the residential space and vice-versa; between recreational and academic spaces ($r=.481$, $p=.01$); and between recreational and residential spaces ($r=.471$, $p=.01$). No correlations were found between community space and other spaces.

a. Why is there a moderately strong positive correlation found between academic space and residential space ($r=.527$, $p=.01$)

The key space in the school in terms of its educational planning and educational development is the classroom. Experiences of learning/unlearning/relearning/curiosity-triggering-self-learning and explorations of deep learning through conceptual-engagement ought to define the space (as per NEP-2020) and such an expectation requires a resource-rich learning environment along with a care-filled residential space. Excerpt 4.1 captures their aspiration as well as their want for engaging activities in classrooms and in residential spaces.

Excerpt 4.1: *“Having labs with equipment, play space with different games, and a separate residential space will make school more livable. Similarly, incorporating a variety of engaging and relevant activities into learning environments which we can linguistically navigate will help us become more engaged, motivated and actively interested in our studies”* - Students at KGBV N.

b. No significant correlations were found between the community space and the other three spaces. Why?

When it comes to the community space which then explicitly documents the cultural environment of the ITM child, largely in terms of how the school

1. promotes the child's cultural identity both as an observance and as curriculum;
2. supports the involvement of family and community members in the education;
3. opportunities for family visits and cultural events;

4. provision of communication facilities and opportunities for the child to contact her family and community members.

The degree to which the school is inclusive and respectful of the child's cultural and ethnic background is known by how the above-listed aspects are respected and enabled. We find, as with the students, that aspects of a child's cultural rights are practically non-existent and a girl's right to community life through communication channels is based on the benevolence of the teachers since none of the schools have any communication options as a part of the infrastructural facility. Excerpts below would then highlight why community space is a neglected aspect. Excerpt 4.2 articulates the consequences of a shrinking space for the ecological realities of the child's living environment.

Excerpt 4.2: *“Learning is faster and more engaging if it is grounded in the ‘known’ rather than the ‘unknown’. In contexts where SL and HL are deviant, the risks of non-comprehension are multifold as is the risk of a cognitively absent child.”* - TEEDU50

Additionally, TEEDU53 highlights the tone in which *tribalism* is depicted in the textbooks- sometimes as a partially naked person or as an exotic aspect to be read about. ‘Othering’ then is an integral part of the curriculum. If the curriculum manifests it in the texts through glossing over, negative-other references or even complete annihilation (Boreus, 2007), on-site ‘othering’ happens as casually as it can be.

Excerpt 4.3: *“The students of KGBVs in this District live in a green, hilly and forested region, a lesson about life in deserts does not hit close to home. The terms and the conditions are hard to grasp and even harder to explain for the teachers because of the textbook language as well as rules like ‘no phone in class.’. The point is not that children should not learn about various geographical features and cultural diversity, but that the lessons should be based primarily on their home and cultural environments, with which they are intimately familiar, at least till their language is developed enough to deal with culturally-diverse aspects.”* - TEEDU50

Often, students have reported that they are known by their social status. From excerpt 4.4, we realised that neither their language nor their ethnicity nor their communal practices are ‘named’. The child's language is ‘ST olla bhasha’, they are ‘ST ollu’ and their community is ‘ST vallu’. Neither the word Kolami nor Lambadi is used to indicate the child's language.

Excerpt 4.4: *“We are called ‘ST ollu’ (as people belonging to the ST category). That's how our school is known as ‘ST olla school’, our teachers refer to us and also to our language ‘ST Bhasha’.”* - Students at KGBV R & KGBV N

But why is the cultural essence of the ITM child not celebrated? Schools are pivotal in the development of the people and the land. Schools are sites where desires and aspirations are constructed and hence the nature of schooling has to be equal across the board. Creating a different aspect for the ITM girls of KGBV then would be an antithesis to equal *education* as espoused by the education officer in excerpt 4.5.

Excerpt 4.5: *“Since state-run schools are considered ‘public’ and all girl students across the schooling systems (such as tribal welfare, BC welfare, ZPHS, Model schools) ought to be treated the same, cultural expressions of X Y Z have not been a part of the school academic calendar as well as curriculum through lessons and texts because it would then mean that they are ‘different’.”* - TEEDU54

A difference-blind approach breeds at least two versions of deficit-perspectives of the child's cultural values. One, an either-or approach is adopted where schools are not responsible for navigating the cultural forces surrounding an ITM child and integrating them into the school's design, or for providing a space where they can share, live, experience, or perform their culture. It's the home that ought to take care of it.

Two, concerns regarding the communication of community space stem from how education would be seen: as production or as a chance/choice for capability development. If education follows the 1st version, then culture is not part of the macroculture of school spaces and school design. As a result, unlike other components, community space is not overtly identifiable (as opposed to classroom, dormitory, or playground). Children being perceptive and oriented to 'intersubjectivity' catch the 'negative' versions fast, this may have contributed to a lower score. Despite the fact that the school is located in close proximity to the various communities and villages from which the students hail, native foods and food preparation methods have been pushed to the sidelines in favour of crops seen as less wild and more nourishing. For example, local staples and meats along with vegetables have not been included in the menu (Ragi and Small Millets in Warangal and Adilabad and different kinds of meats available in the ecology have been traded for white meat).

4.3.1.2 Within Factor Correlations

Factor specific correlations showed that there was a significant but weak positive association between motivation to study with happiness ($r=.238$, $p=.05$), safety ($r=.340$, $p=.00$), active participation ($r=0.18$, $p=.07$) and health ($r=.257$, $p=.00$). Similarly active participation with happiness ($r=.221$, $p=.05$), health ($r=.224$, $p=.05$), safety ($r=.240$, $p=.05$) and motivation ($r=.238$, $p=.05$). *Safety correlated weakly with health ($r=.322$, $p=.00$), and weakly negatively with happiness ($r= -.154$, $p=.05$).*

a. Why is motivation correlating with all the other factors positively and moderately weakly?

State of happiness is a person-internal factor often associated with not just pleasure and fun activities but with activities of academic/practical nature that trigger a sense of achievement, meaning and purpose in one's act (Nussbaum's construct of Life, Play, Practical reason and Emotions have been critiqued to be interrelated). Yet the nature of happiness changes according to the space. As the girls in excerpt 4.6 point out, being able to follow the class competitively and do the assignment is one version of happiness. Being able to play a game from one's community is both a matter of connection, identity affirmation and a possibility of happiness in engaged learning.

Excerpt 4.6: *“When I understand the lesson, I am happy. Teachers may not be able to explain in our language but we do. Sometimes they ask us to explain for our friends in class time and in reading hour as well. Happily we do but how do I know if I am right?.”* - Students at KGBV N

Excerpt 4.6 explains two aspects in one go, that when the language component is addressed, the girls claim they are able to participate. With comprehension, with participation a sense of belonging and a sense of purpose could be in place, probably explaining the relationship between happiness and four other aspects of being well. Note that the correlation is weak and we believe that addressing some of the pointers in a space specific manner can make the school a more happy and an enabling space.

b. Why is safety weakly correlated with health and negatively with happiness?

i. Infrastructural Concerns

Excerpt 4.7: *“A school is a safe place. Safer than home even if there are problems here and we miss our parents, we want to stay here. There are friends here as well.”* - Students at

KGBV S, KGBV R, KGBV N & KGBV H

Safety standards in KGBV N, as well as KGBV H, are below the specified standards²⁰ as per the checklist encapsulated by NCPCR and CBSE. Similarly, health-specific safety is compromised by the locational disadvantage of KGBV-R (the school is 9.6 km from the nearest PHC). Yet, the girls feel positive, and the numbers report a weak correlation between health and happiness.

Take the example of KGBV-N, in excerpts 4.8 and 4.9 which does not have a hostel/dormitory and the girls sleep in their classrooms. This raises both safety and infrastructural concerns since the school is a small, packed, rain-affected, dilapidated and damp place and the region receives heavy rainfalls. The absence of a separation between students' academic and personal spaces can have mental health consequences as well.

Excerpt 4.8: *“In the small and crowded nature of the room, 55 of us have to sleep. Her legs are on my head and mine on hers. So there is not enough space and sometimes there’s a conflict between students. We don't feel like staying here but we want school. This is our classroom. We must have a hostel room as they have in U_____ or A_____, big and with beds”*-Students at KGBV N

Excerpt 4.9: *“The classrooms double as a dormitory (as mentioned before) get flooded and all children have to be accommodated in the two-three rooms that are available for staff and administration on the ground floor. We feel very sorry for the children but we do not have any other option. For all major and cost-intensive repairs, the nodal officers have to sanction the money without which we can do only a little. The rains were so heavy last season that even the state administration had to announce holidays but here we had no respite because there is no safer place for these children.”* - SO at KGBV N

²⁰ National Commission for Protection of Child Rights. (2014). Manual on Safety and Security of Children in Schools. Retrieved from <http://ncpcr.gov.in/showfile.php?lang=1&level=2&&sublinkid=1812&lid=1672> ; School Safety Checklist in Quarterly Bulletin of Central Board of Secondary Education, Vol. 48, No. 2, April–June 2009;



Classroom-cum-dormitory at KGBV-N



Washroom in KGBV-H with no doors and water flush system

ii. Locational concerns that add to safety precarity

Excerpts 4.10, 4.11 & 4.12 are the lived realities of KGBV N which come from three different people (the night watchwoman, the girl students, and the Special Officer):



Excerpt 4.10: *“The compound wall is easy to climb in. That's one scary aspect, especially at night.”* - Nightguard at KGBV N

Excerpt 4.11: *“We have the toilets on the ground floor and the classrooms where we also sleep at night on the 1st floor. At night we have to wake the watchman auntie and come down. Sometimes we don't want to go only out of fear.”* - Students at KGBV N

Excerpt 4.12: *“The compound wall is definitely a concern. Since we don't have quarters here, I am also not around if any emergency comes then.”* - SO at KGBV N

As we have observed across all KGBVs, a lack of adequate washrooms and toilets causes long lines, so the girls must rise early to use them, diminishing the quality of their sleep, leaving them foggy and exhausted throughout the day. KGBV H's restrooms are located outside the residential building and are therefore exposed to the commuters nearby. The absence of enclosure at this school makes the girls feel uneasy and vulnerable. Even at night, they must traverse an unsecured area, which poses a substantial safety risk especially since this area is dimly lit and has snakes. Likewise, KGBV R is located on the outskirts of the village and in proximity to the fields is prone to scorpion and snake visitations. There have been instances of scorpion bites. Lack of anti-venom provision in the school along with an ANM who is uncooperative and often resorts to abusive behaviour; and the nearest PHC being 9.6 km away only exacerbates the situation of the girls in this school.

c. Why is participation a weak correlation throughout?

i. Participation Requires Comprehension, Engagement and Ownership

Students report being under stress and anxious especially around exams as do the teachers. The point of commonality is the language discordant pedagogy whose effect is in the difficulty in creating the participatory space. When the primary goal of school, which is to comprehend, satisfy, and enable ability, is not met, neither teachers nor students participate. Hence, participation shows a positive but weak correlation with all the factors. Whether it is the lack of time and space for anything else or the never-ending nature of work for the KGBV teachers, excerpt after excerpt tells us why 'participation' is low on happiness as well as safety if not non-existent.

Excerpt 4.13: *"We often do not get to do what we want to do to enjoy ourselves because there's schoolwork only. If there can be different kinds of activities, such as games and sports; art and drawing or even music, we would find happiness and motivation. Right now, we have no ground, and no equipment."* - Students at KGBV R

Excerpt 4.14: *"We do have a ground all around us but with no trainer or even equipment it would be just a ball being thrown around. Neither strategy nor moves can be learnt. We'd love to participate in district level games, but we don't."* - Students at KGBV H

Excerpt 4.15: *"We have no safety in our ground with snakes and scorpions around so we don't play as such."* - Students at KGBV R

Researcher: *The school being 9.6 km away from the nearest PHC, the safety concern is definitely high (KGBV R notes: 18/09/2022).*

ii. Overworked and Unappreciated Teachers

In KGBVs, since a warden is not on the payroll, teachers also have non-academic responsibilities that extend into after-school hours, weekends, and even holidays. While this has increased their workload and is likely to have an impact on their ability to teach, it has also given them the chance to develop close, empathetic bonds with their students on a more personal level, but this also implies that their energies are distributed. Getting students to participate too is a multi-level challenge.

iii. Participation Needs Energy and Incitement

Telangana's guideline for a Diet Menu is an elaborate listing of recipes. One wonders if the nutritional value of the food has been considered. Excerpts 4.16 and 4.17 succinctly explain the weak correlation between active participation and health.

Excerpt 4.16: *“The students point out that we need the energy to sit in class, and the food here doesn't give us any. Tasteless food is wasted or untouched. When officials come then we get a bit better food to eat.”* - Students at KGBV-R & KGBV N

Excerpt 4.17: *“Where are co-curricular and extracurricular activities? We have a sports teacher who does only running and jogging. Why? We can play sports. There is no indoor equipment either.”* - Students at KGBV S & KGBV R

4.3.1.3 Between Space and Factor Correlations

A space and factor correlation showed that weak to moderate positive correlations were found between the academic, residential, and recreational spaces and the five factors of happiness, health, safety, motivation, and active participation. A strong and positive correlation is seen between motivation and academic space ($r = .625$, $p = .001$), residential space ($r = .570$, $p = .001$), and recreational spaces ($r = .577$, $p = .001$). Why? A strong correlation is seen between residential space and health ($r = .668$, $p = .001$), while there is a moderately strong correlation between health and recreation space ($r = .375$, $p = .001$). Why? Participation documents moderate correlation in academic space ($r = .401$, $p = .001$), residential space ($r = .331$, $p = .001$), and

recreational space ($r = .391$, $p = .001$). Why? Note that community space perception of the five factors did not document any correlation as such with each of the spaces. *Why?*

a. Why did the residential space show high correlations with health?

The statement that corresponds to health in the learner well-being schema is “When I’m in my hostel, I feel relaxed.” Since relaxation is linked to lower levels of stress, and, according to the WHO-5 well-being schema, the absence of stress is a sign of an individual’s well-being, feeling relaxed in the hostel then correlates to the health factor of a learner’s well-being. Children relate to comfort, safety, and support to feeling relaxed in KGBVs. Mingling with friendly teachers and fellow students, being able to talk in their own languages and living together is declared to bring down stress and instances of depression in children. Relaxation can encourage higher-quality sleep, which is crucial for good health. As a result, feeling at ease in the hostel has a positive impact on a learner’s overall health.

Children have repeatedly stated that KGBVs offer a living environment that is more comfortable and secure than their parental homes. Across the spread of the fieldwork and despite the many serious gaps, we heard statements like the ones given in excerpts 4.18 & 4.19.

Excerpt 4.18: “*Our teachers and didis are always here, and there is xxx akka (guards) too with us all the time and that makes us feel safe in hostels*” - Students at KGBV S, KGBV N, KGBV R & KGBV H


Excerpt 4.19: “*We enjoy living here with our friends and playing, singing, and dancing here because there is discipline (sic). A hostel is a safe place. Safer than home even if there are problems here and we miss our parents, we want to stay here. There are friends here as well.*” - Students at KGBV H & KGBV R

The aforementioned testimony demonstrates how routine and structure give children a sense of security, and how the chance to participate in activities they enjoy, like story-telling, dancing, singing and especially spending time with friends, is something that contributes positively to their health while giving them a sense of belonging and making them feel like they are part of a friendly, accepting community of friends and peers with whom they can relate and communicate.

b. Why is the Community Space not correlating with any of the well-being factors?

The term “community space” refers to the social, cultural and community-specific programmes and activities available to students which include the practice of and availability of community-specific food practices, and celebrations as discussed in the prior sections. Telephones are a component of the general infrastructure of the residential school’s infrastructure, but they as communication channels are critical for an ITM child’s cultural safety in KGBVs because they allow them to stay connected to their families, communities, and cultural practices.

Children were asked during the FGDs to also list all of the festive occasions celebrated in their homes and communities; they did so with great enthusiasm, sharing details about the foods and dances associated with each celebration, such as

	<p>Excerpt 4.20: <i>“Konda Dora Jatara, Nagoba Jatra, Gondival, Samakka Sarakka Jatara,” and a number of other (tribal) festivals are not celebrated. The period between Dussehra and Deepavali is an important one for us and the school calendar is functional during this period. So we are forced to take holidays and miss classes-</i> Students at KGBV S, KGBV R, KGBV N & KGBV H</p>
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However, they could only name non-tribal festivals like "Dussehra," Holi, Ganesh Chaturthi," and others when asked which ones they got to celebrate in school or have a holiday for. In response to a question about what traditional games they play at home and whether they are allowed to play these games in school, the children stated that:

Excerpt 4.21: *“We are not allowed to play (OUR games) such as Palli Pattu and Goleelu. In school, we only jog and run. There are no other equipment to play or teacher to train.”* - Students at KGBV N, KGBV H

Excerpt 4.22: *“Talking to parents and siblings too is rare. There are no phones here. We have to use our teachers’ phones to call and talk. Not being able to talk to family during difficult times, especially during rainy seasons, creates tension.”* - Students at KGBV N, KGBV S & KGBV R

It’s worth noting that food, games, and celebrations are an important part of an ITM child’s cultural life, and if their cultural practices are not respected or supported in school spaces, it leads to a feeling of disconnection from their cultural identity, which also impacts their well-being.

4.4 Is there any Evidence of Learning Poverty?

4.4.1 What do the Language Tests say on Learning Poorness?

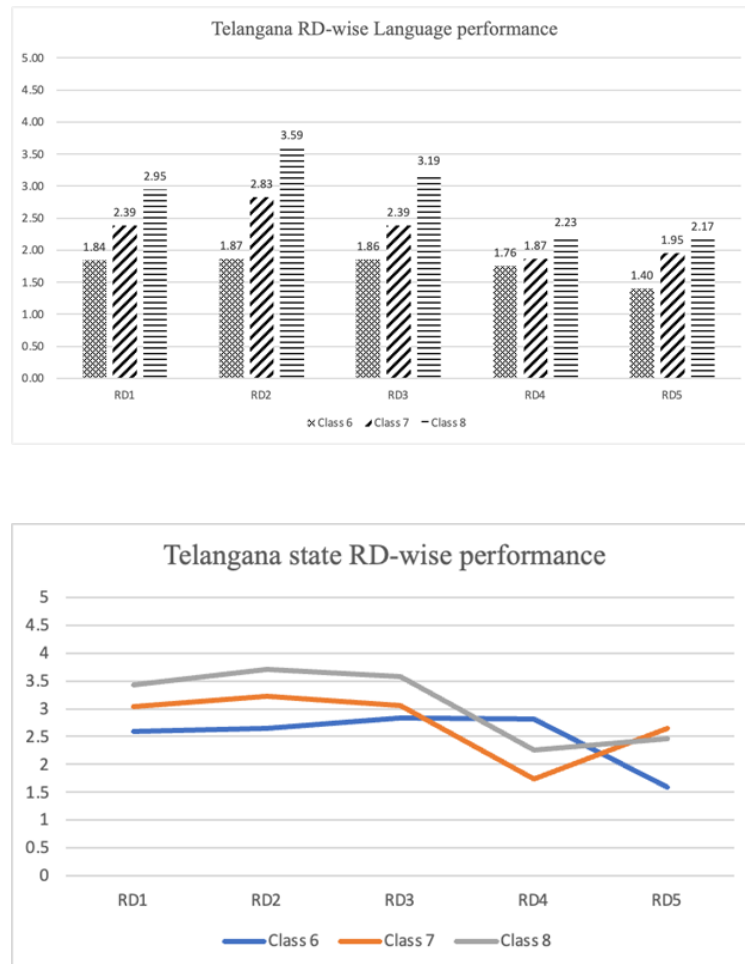


Fig. 4.1: Mean scores for classes 6, 7, and 8 on Reading Difficulty Levels.

The graph shows the performance of girls in classes 6, 7 and 8 along 5 reading difficulty levels (RDLs) on the x-axis and the mean score on each of the RDLs on the y-axis. Based on the mean scores for class 6, notice that the learning curves depict a plateauing trend across the five RDLs with none of the classes showing a rising trend in their grade-appropriate RDL.

Table 4.1: Comparing KGBV Average on Reading with NAS (2021) score: National, State and District-wise
Math and Reading as average on 100
Class 6 KGBV is being compared against scores on NAS class 5.

	KGBV Warangal Average		KGBV Adilabad Average		National Average##		State Average		NAS Adilabad Average		NAS Warangal Average	
	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths
Class 6	27.5	38	18	19	55	44	43	35	39	37	35	29
Class 8	43.5	37	35	25	53	36	48	32	46	31	38	28

The Class 6 mean scores can be compared to the NAS reports of Class 5, and an improvement is expected from class 5 to class 6. The national average for language tests of Class 5, according to the NAS 2021 survey is 55%, but the mean values here, for class 6 only range from 36.8% (RDL1, RDL2), 37.2% (RDL3), 35.2% (RDL4), and 28% (RDL5). In comparison with class 5 reading scores on National Achievement Survey (NAS, 2021) for Telangana Class 5 students' language performance shows an average score of 43%. This stark contrast of 43% as per NAS reports and 32% from our KGBV data, is note-worthy and indicates the probability of learning poorness in ITM girls.

4.4.1.2 Inferential Analysis RDLs

To identify the effect of class on their RDL performance, a one-way ANOVA test is performed with RDL1, RDL2, RDL3, RDL4, and RDL5. There is an incremental increase in the performance from RDL1 to RDL5 vertically i.e. e.g. across classes 6 to 8, one sees an increase in performance for RDL1. Across the horizontal comparison for each class, there is a gradual decrease in performance. All three classes seemed to perform their best on RDL2 which is contextually simple and cognitively undemanding pictorial comprehension text. This reveals that the performances across the RDLs are relatively dependent on the class at least for RDL1 and RDL2 since they are both pictorial comprehension texts. Similarly, on the other three RDLs, which are language-based texts, the trends remain the same since the language tests are designed by keeping the class-appropriate reading demands based on the learning-outcomes curriculum. To examine if there was a significant difference across the RDLs for class and district we used ANOVA.

The Class-wise ANOVA revealed that there was a significant difference between the three classes across the RDLs except for RDL-4 where no significant difference was found. ANOVAs that examined if there was a significant difference in the RDLs across the three classes showed that performance on RDL1 [F (2,381)=18.023,p=.000], and RDL 2 [F (2,381)=33.462, p=0.000] was significantly different for class 6, 7 and 8 (recall these are the pictorial based comprehension texts). This very trend was repeated on the language-based tests i.e. RDL3 [F (2,381)=26.144, p=0.000] and RDL5 [F (2,381)=33.462, p=0.000] but not on RDL 4 [F (2,381)=2.877, p=0.058]. Although the mean scores have improved in class 8, in comparison to classes 6 and 7, scores on RDL5 are abysmally low at 2.17 (43%). These scores are contrasting the Telangana state average performance (48%) and national performance (53%) of Class 8 students in NAS language tests.

Tukey's post-hoc Honest Significant Difference test showed that the performance of class 8 was significantly higher than that of class 7 in RDL2 (p-value=0.001), and RDL3, (p-value=0.000). However, there was no significant difference between class 7 and class 8 in RDL1 (p-value=0.009), RDL4 (p-value=0.175), and RDL5 (p-value=0.459).

The performance of class 7 is found to be significantly higher than class 6 in RDL1 (p-value=0.003), RDL2 (p-value=0.000), and RDL5, (p-value=0.003). However, no significant difference was found between the performances of class 6 and class 7 in RDL3 (p-value=0.005), RDL4 (p-value=0.814).

Similarly, when a district-wise analysis was attempted, we found that there was a significant difference in performance between the two districts across all the RDLs as follows. RDL1 [F (1, 382) = 128.986, p = .000], RDL2 F (1, 382) = 245.322, p = .000], RDL3 F (1, 382) = 144.056, p = .000], RDL4 [F (1, 382) = 187.917, p = .000] and RDL5 [F (1, 382) = 278.312, p = .000]. From the one-way ANOVA in all five RDLs, a significant difference is found between the performances of both districts with Warangal performing better than Adilabad on all the five RDLs. The mean scores of Adilabad are low, with 1.54 (31%) on RDL1, 1.5 (30%) on RDL2, 1.57 (31%) on RDL3, 0.99 (20%) on RDL4, and a staggering 0.81 (16%) on RDL5. In Warangal district, there is a steadily decreasing trend in performance from RDL2 to RDL5; 3.03 on RDL1, 3.71 (74%) on RDL2, 3.14 (63%) on RDL3, 2.76 (55%) on RDL4 and 2.69 (54%) on RDL5. The scores increases from RDL1, which demands simple decoding from visuals and identification of familiar spaces and objects to RDL3. But RDL5, which demands tone identification,

interpretation and comprehension, the scores fall. This explains the decreasing performance in both Warangal and Adilabad districts. However, from the mean score and p-value comparisons, one can infer that Warangal district has performed better than Adilabad district though both the districts are showing signs of learning poorness.

4.4.2 What do the Mathematics Tests say on Learning Poorness?

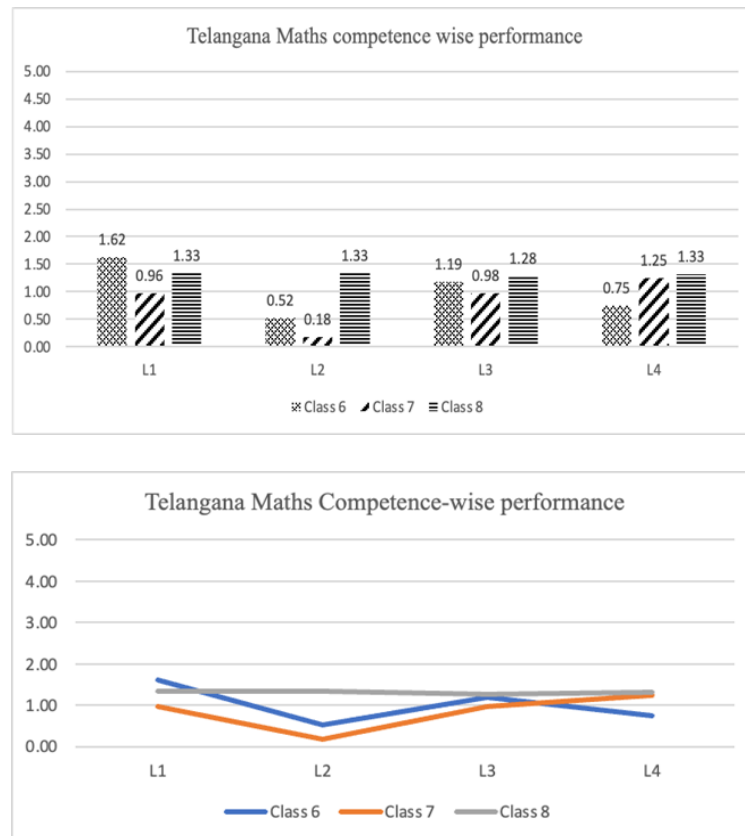


Fig. 4.2: Mean scores for classes 6, 7, and 8 on Mathematics competence-level.

The above graph shows the performance of girls in classes 6, 7 and 8 along 4 Math competence levels (MCLs) on the x-axis and the mean score on each of the MCLs on the y-axis. Each of the MCLs is designed by following the (textbooks/curriculum) of the respective class and the previous three years. For class 6, MCL4 consists of class 6 level Mathematics competencies, MCL3 consists of class 5 level mathematics competencies, MCL2 consists of class 4 level mathematics and MCL1 consists of class 3 level competencies. The trends of Mathematics learning curves in class 8 is plateauing, which signals that there has been no expected improvement or decrease from MCL1 to MCL4. In class 7 learning curve, the performances have

not seen more than 30% in any of the MCLs. In class 6, performance decreased from MCL1 to MCL2, after which a slight improvement was observed in MCL3 and MCL4.

(See Table 4.1) The NAS report shows the mean scores on Math tests in Warangal rural are 29% for class 5 and 28% for class 8. However, in the collected data, students in Warangal scored 38% in class 6 and 37% in class 8. Adilabad NAS scores show 37% on class 5 Maths, and 31% in class 8 Maths, while the collected students' data has 19% in class 6 and 25% in class 8. Means indicate a significant difference across the districts.

4.4.2.1 One-way ANOVA Analysis MCLs

A One-way ANOVA was performed to identify the effect of school, district and class on each Mathematics Competency Levels. With MCL1, MCL2, MCL3 and MCL4 as dependent variables, and district as the independent variable, a one-way ANOVA is performed to identify the impact of the district on MCLs. The ANOVA results and mean scores of all the four MCLs across the 2 districts- Warangal and Adilabad show that Warangal performed significantly better than Adilabad in MCL1, MCL2 and MCL4 at a p-value of 0.000. But, in MCL3, no significant difference was found at a p-value of 0.296. From the ANOVA, a significant difference between districts is observed in MCL1 [F (1,382)=24.141, p=0.000], MCL2 [F (1,382)=144.379, p=0.000], and MCL3 [F (1,382)=42.236, p=0.000]. But, no significant difference was found between Warangal and Adilabad in MCL4 [F (1,382)=1.095, p=0.296] indicating that on grade-appropriate level, both the districts were performing identically.

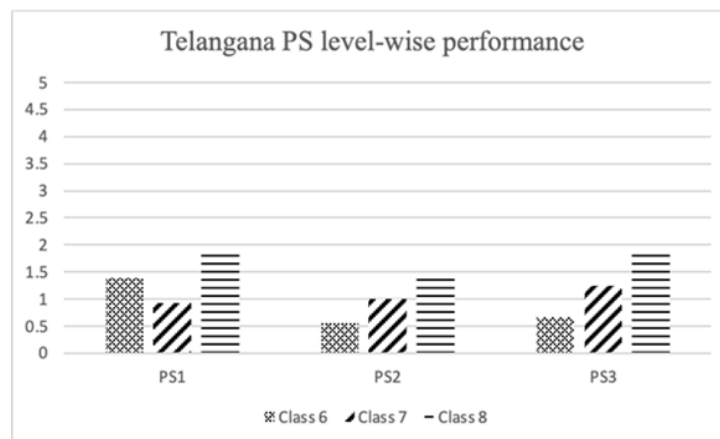
Similarly, a one-way ANOVA followed by Tukey's post-hoc with class as the independent variable and four MCLs as the dependent variable is performed to identify the effect of class on the performance on MCLs. From the ANOVA test results, we can note that the class of the learner is significantly impacting their performance in MCL1 (F (2,381)=27.494 p=0.000) at a 95% confidence level. Similarly, a significant difference was found between the performances between classes 6, 7 and 8 in MCL2 (F (2,381)=12.533, p=0.000), MCL3 (F (2,381)=36.033, p=0.000) and MCL4 (F (2,381)=10.698, p=0.000). In vertical comparison i.e., comparison of classes across MCLs, we can notice a decreasing trend in class 6 mean scores on performance from MCL1 (42%) to MCL2 (28%) to MCL3 (16%). But, a comparative increase in performance

on MCL4 (30%) is seen. In class 7, the performance was the highest in MCL1 at 41%, lowering in MCL2 (19%), MCL3 (20%) and MCL4 (30%).

Post-hoc results conducted using Tukey’s HSD test depict that in MCL1, class 6 performed significantly better than class 8 (p-value=0.000), and class 7 performed significantly better than class 8 (p-value=0.000). But, no significant difference was found between class 6 and class 7 in MCL1. In MCL2, class 8 performed significantly better than class 7 although there was neither a significant difference between class 6 and class 7 nor between class 6 and class 8. In MCL3, class 8 performed significantly better than class 6 (p-value=0.000) and class 7 (p-value=0.000). However, no significant difference was found between class 6 and class 7 of MCL3. In MCL4, class 8 performance was significantly higher than class 7, and no significant difference was found between class 6 and class 7 or class 6 and class 8.

4.4.3 What do the Problem Solving Tests say on Learning Poorness?

Problem solving (PS) is the umbrella term used to describe at least 4 different types of reasoning abilities. The PS tests administered in this study document problem solving at 3 levels: analogical reasoning and deductive reasoning (PS1), intentional reasoning (PS2) and causal reasoning (PS3).



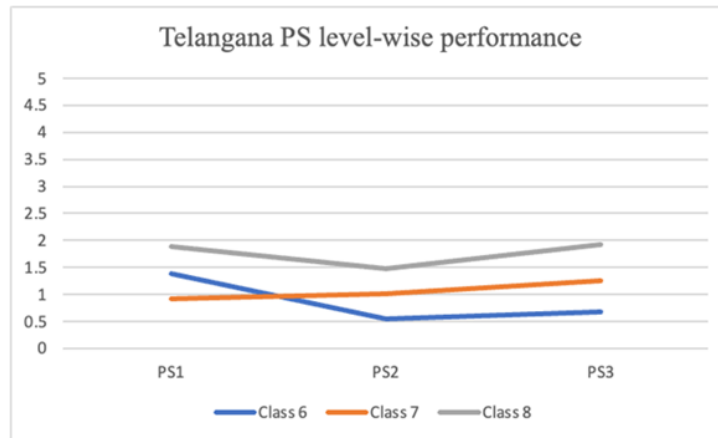


Fig. 4.3: Mean scores for classes 6, 7, and 8 on Problem Solving competence-level.

The graph above shows the performance of KGBV students of classes 6, 7 and 8 along three levels of Problem Solving on the x-axis, and the mean score on each of the RDLs on the y-axis. PS1 has Analogical and deductive reasoning questions, PS2 has intentional reasoning questions, while PS3 has questions pertaining to causative reasoning. Across the three classes, the mean scores range from .56 to 1.34 (for PS1), .82 to 1.13 (PS2) and 1.51 to 1.56 (PS3).

4.4.3.1 One-way ANOVA Analysis Problem Solving Levels

Is there a difference in the three levels of problem-solving tests? One-way ANOVA is conducted to identify the effect of the district on students' performance on three levels of Problem Solving. The results depict that a significant difference is noticed across districts in PS1 [F (1,382)=70.641] at a p-value of 0.000; PS2 (F (1,382)=199.385, p=0.000) and PS3 (F (1,381)=155.904, p=0.000). The ANOVA results and mean scores of three PS levels across the 2 districts- Warangal and Adilabad show that Warangal shows a significant difference over Adilabad at a 95% confidence interval.

For a class-wise comparison to see the effect of classes 6, 7 and 8 on the performance on PS1, PS2, and PS3, a one-way ANOVA followed by Tukey's post-hoc with class as the independent variable and three PS Levels as the dependent variable is performed. The ANOVA results shows that the class of the student has a significant impact on their performance PS1 (F (2,381)=27.470, p=0.000) where class 8 (38%) performed better than class 6 (28%) and class 7 (18%). Similarly, a significant difference is found between the class-wise performance on PS2(F (2,381)=19.675, p=0.000). In PS2, class 8 (30%) performed significantly better than class 7, and class 7 (20%) performed significantly better than class 6 (11%). In PS3 as well, a significant difference

is observed ($F(2,381)=23.763, p=0.000$). An increasing trend in performance in PS3 is seen from class 6 (13%) to class 7 (25%) to class 8 (39%) from the ANOVA results.

Tukey's HSD post-hoc tests show that in PS1, that class 8 shows significant difference in comparison to class 7 at a ($p= 0.000$). However, no significant difference was found between class 6 and class 7 ($p=0.006$), and no significant difference was found between class 8 and class 6 at a ($p=0.009$). In PS2, class 8 performance was significantly higher than class 6 performance at ($p=0.000$), and class 7 performed significantly better than class 6 at ($p= 0.002$). But no significant difference was seen between class 6 and class 7 performances in PS2. In PS3, class 7 shows significant difference with class 6 ($p= 0.002$), and class 8 shows significant difference with class 7 ($p=0.001$). Class 8 shows a significant difference with class 6 ($p= 0.000$).

4.5 Are Teachers Sensitive to the Occurrence of Learning Poorness in their Educational Contexts?

Learning Poorness attempts to explain why learning is not 'catching up' as it ought to be. Understanding why learning poorness exists would require a stock taking of what teachers' believe about learning as well as how they perceive their practices in the light of their beliefs. Therefore the tool that we designed to assess teachers' sensitivity to their learners' learning and how they customise their learning practices in that direction. All the teachers had to fill two likert scales that measured their Linguistic Sensitivity to Pedagogy (LiSP) along two constructs: one, Language Sensitivity (LiSP-LS) and two, Enabling participation (LiSP-EP; see appendices). LiSP-LS, captures awareness of language learning process (ALLP), belief about language interaction (BLI), and LiSP-EP attempts to document awareness of language demands (ALD), diagnostic practices (DP), Scaffolding practices (SP) and finally strategies to enable classroom participation (SEP).

4.5.1 Teachers Response on LiSP-LS and LiSP-EP Correlations

N= 10 number of teachers were invited to fill LiSP-LS and LiSP-EP. 13% of teachers agreed that the language learning process was identical across all the learners; 26% claimed that use of HL in school would delay the learning of SL; 44% said that knowing and using SL in social interactions would help in learning content subjects in school and 46% also felt that knowing the SL would ease learning content and not knowing the SL would not only affect the confidence

levels of the child in doing its school task (18%) leading to disengagement (44%) but also affect the child's capability development. Finally 59% of the teachers believed that knowing SL would be key to building capacities.

Most of the teachers' reported being aware of the nature of language demands in their everyday activities ranging from language of the textbooks, to language of the examinations/test and its effect on performance. 25% of teachers also reported on several diagnostic practices alongside using several participatory practices with scaffolded instructions. However, all the discourses around their pedagogy was driven by a deficit discourse of not being able to 'follow' the lesson rather than recognise it as the child's genuine right to access education in the language it is comfortable in.

A further round of inferential statistics to check for whether teacher familiarity with the learners languages impacted the way they understood the interaction between language and learning concepts revealed that no statistically significant difference was noticed for all except *teachers' awareness of language learning processes* (between teachers' responses for LiSP-LS and LiSP-EP). A statistical significance (p.017) indicates a sensitive awareness of language barrier does exist, though not necessarily realised by all the teachers. While teachers did claim to be aware of their learners' difficulties, we found that teachers' status as being 'tribal/non-tribal' did not reach any statistical significance probably because the number of teachers' who responded was too small for any significance to be reached. Similarly, the distinction of whether the teachers were language/subject teachers too did not reach any statistical significance.

4.5.2 Learners:LiSP-EP and LiSP-LS Correlations

Class 8 ITM girls (N=59) were invited to participate in assessing their own perceptual understanding of the interaction between language sensitivity to learning and the experience of the nature of pedagogy they are exposed to on an everyday basis. So N= 59 girls were invited to participate in two likert scale questionnaires: LISP- Language Sensitivity and LISP-Enabling participation. The purpose was to examine if the girls perceived language as a barrier as such to which their teachers would then be sensitive of and hence create a pedagogic context which diagnosis and scaffolds for enabling participation. This meant that students' response would be an acid test for whether they believed they experienced a pedagogy that enabled participation. A Pearson's Product Correlation test was conducted to see there was a correlation between the four

factors of LiSP-Enabling Participation and three factors of LiSP-Language Sensitivity both within and between the factors.

4.5.2.1 Within Factor Correlations

Awareness of language learning processes (ALLP) correlated negatively and weakly with belief about language interactions (BLI; $r = -.178$; $p = .05$) as well as awareness of language discordant pedagogy (ALDP) ($r = -.151$; $p = .05$). ALLP aimed at examining if the ITM girl child was conscious of difficulties in learning induced by a discord between SL and HL. The weak and the negative correlation with BLI and ALDP could indicate a lack of awareness or even conscious thinking on how language intertwined with learning concepts and further could indicate that the child as of now does not distinguish between language learning processes and language in learning concepts. However, a moderately positive correlation exists between BLI and ALDP ($r = .405$; $p = .00$) indicating that the child was aware that knowing the SL was a significant prerequisite for education and hence probably the cause for the nature of pedagogic experience in their classroom.

On LISP-EP, Pearson's correlation returned moderately positive correlation between EP1 and EP2 ($.456$; $p = .00$) which meant that the child was aware of the nature of language demands in accessing its education and that the child was aware that it was experiencing diagnostic practices as a part of the pedagogy practices. EP1 and EP3 showed a moderately strong positive correlation ($.317$; $p = .00$) indicating that specific practices that enabled participation were a part of the classroom activity and this was because of the nature of language demands required to navigate the task. EP2 and EP3 correlated moderately and positively ($.336$; $p = .00$), which indicates that ; while there is a significant but weak correlation between EP1 and EP4 ($.239$; $p = .00$); EP2 and EP4 show a weak correlation ($.293$; $p = .00$) to indicate that scaffolding specifically at the language level was recognised by the child; and finally, EP3 and EP4 showed a weak positive correlation ($.187$; $p = .05$) to suggest that both teacher lead scaffolding and strategies for support participation are a part of the school space.

4.5.2.2 Between Factors Correlations

Correlation between the factors on LISP-LS and LISP-EP were done to see the child's perception of language demands correlated with what the child experienced in the learning space. Awareness of language process correlated positively but weakly with Strategies for classroom practices (.148; $p=.05$) and moderately strongly with scaffolding for pedagogy (.428; $p=.00$) indicating that explicit efforts to make sense of language induced difficulties were recognised. BLI negatively and weakly correlated with both strategies for classroom practice (-.204; $p=.00$) and scaffolding for pedagogy (-.200; $p=.00$) indicating that probably the child identified the nature of scaffold and strategies used in class as acts independent of the child's belief about language difficulties. Additionally it could also indicate that any strategic attempt to support a child's learning was not recognised as a deliberate act for enabling learning.

4.6 Why does Learning Poorness Exist/Persist in KGBVs?

Any understanding of learning poorness and an evaluation of the causes that trigger and sustain it require a square reflection on the lived realities of the workspace by the primary stakeholders namely the teachers, and teacher educators on how they assess their pedagogic spaces and transact pedagogy. Hence, this lived working space happens to be the school with specific reference to the following-

1. Teaching-Learning Interactions i.e. the concerns that arise in the interactions between the teachers and learners in the transaction of the curriculum.
2. Teacher Conditions, i.e. the evaluative and reflective aspects of the teachers with respect to their conceptual and pedagogic competencies.
3. Teaching Conditions, i.e. the nature of the environment in which the teacher meets the students with her curriculum.

4.6.1 Concerns Emanating from Teaching-Learning Interactions

4.6.1.1 The Comparative Malice of ITM Girls Being Slow

Learning poorness is the main concern especially with ITM girls when compared with 'City children'. ITM Girls are constantly compared with 'City children' to measure learning poorness. When teachers talk about language barriers there is a constant comparison between 'city

Children’. One of the primary reasons that seemed to be the cynosure of all concerns is the fact that the primary barrier in accessing meaningful educational opportunity that mitigates learning poorness (not namesake opportunity) is the language barrier. NEP (2020) explicitly recognises language as a barrier and as a trigger for lack of educational relevance. When teachers talk of the same they put concrete evidence as to how their classroom interactions are affected. Language is not monolithic and the nature of language use changes with the task at hand. When the task is context supported and cognitively undemanding vs when the task is context reduced and cognitively demanding, the nature of comprehension demands increase exponentially.

4.6.1.2 Academic Nature of Language is Complex

The GCDO and 2 teachers pointed out that the higher order use of language is probably never attained by the girls since their literacy practices remain at the basic level of memory and understanding (in Bloom's Taxonomy). A check on what students are processing is rendered helpless as students engage in language brokering i.e. they act as translators between teachers and students and similarly when peer learning is encouraged through peer translanguaging. A *learned helplessness* sets in since the teachers’ claim they are not participants in that learning bubble that students have created for themselves and hence have no means of ascertaining the authenticity and the correctness of the ‘learning’ they had transacted.

4.6.1.3 Amalgamating Culture in the Curriculum is Missing

Absence of an engaging curriculum is pointed out as yet another concern that triggers learning poorness. According to them this affects their attention and engagement in class. As an example RES45 points out at a lesson in the text for Class 6 which he deems linguistically complex, culturally alien and conceptually demanding. He hastens to add that these children have to deal with the language first before the concept and hence what might be seemingly navigable for ‘City children’ is not so for the ITM girl child along with a hint on how unidentical contexts render identical resources being used differently and sometimes not used at all. He explains how the glossaries are helpful for some and absolutely meaningless for others. Note the discursive ‘othering’ that he hints for differential access and hence learning opportunities.

4.6.1.4 Prolonged Holidays Affects Learning Continuity

The teachers highlighted that reduced attendance is a concern that has far reaching consequences- not just immediate but for the future continuation of the child in school as well. Specifically, attendance on the reopening day after a period of holidays is abysmal. Almost after 1 to 1.5 weeks the class strength is almost full. This as RES49 explains affects every aspect of school activities- teachers plans, syllabus completion and the curriculum transaction. Reduced attendance necessarily means that learning discontinuities occur requiring catching up. Most often, scanty motivation leads to knowledge gaps on key components which could be triggers to learning poorness.

4.6.2 Concerns Emanating from Teacher Conditions

4.6.2.1 Reorient Teachers Training to a Multilingual Orientation is Needed

The Teachers all with ITM background point out how the current pre-service teacher training curriculum is geared for the pedagogy of a dominant-language monolingual child whose SL and HL is the same and who does not face a language discordant educational experience on an everyday basis. They highlight that ‘special education’ for a disabled child exists but not for the ITM/minority child when across the globe there are discussions on the need to evolve programmes that centre around this child’s needs.

4.6.2.2 Gender and Intersectional Understanding Missing in Teacher Education

The one-size-fits-all approach is universal. TEEDU49 points out that even with in-service training, nothing happens exclusively for KGBVs. They are ‘clubbed’ along with others despite being affirmative schools exclusively for girls. Teachers being non-multilingual and not knowing both multilingual strategies and the child’s language triggers adherence to rote. In the absence of a performative diagnostic competence, assessing the nature of the learning curves would not happen.

4.6.2.3 Teacher Diagnostic Competence Needs Effort and Conscious Development

RES 55 pointed out further that diagnosis is a backward looking forward journey along two directions: conceptually is the child progressing and pedagogically what ought to be done to enable the gaps and the discontinuities. According to RES 61, this is the lacuna that is propelling

learning poorness - partly due to acceptance of distance mode degrees and irregularities in the attendance policy of both B. Ed colleges which allows candidates to write exams without attendance. Poor or just adequate conceptual knowledge and uncritical pedagogy are highlighted here.

4.6.3 Concerns Emanating from Teaching Conditions

4.6.3.1 Learning Crisis Starts with Language

The teachers highlighted that the ideal/acontextual conditions of the pre-service teacher training are not what one encounters in KGBV schools. RES 63 calls it the “shock of the language crisis, that how does one do education if one does not have a common medium?”. The first barrier they encounter in the classroom happens to be this question of language. The teacher wants to teach and the learner wants to learn and for this the medium has to be the language. The discord between home language and school language is the foremost reality. That the teachers encounter in the KGBV schools.

4.6.3.2 Language Barriers Trigger Rote Learning

The teachers point that as one grows higher in the educational ladder the nature of language used changes and if students do not recognise that or if teachers don't help in recognising that complexity, then the second layer of barrier in accessing education starts with the concepts not being accessible and students resorting to rote. The teachers also reported that because children do not understand what the question is they would not know what to do as and 20% of them ask ‘for whom’ the test is designed as such. The solution that is worked out is encouraging ‘rote learning’. The progress from concrete to ‘abstract’ thinking is stopped here.

Excerpt 4.23: *“When the language of education and the language of testing is not to one's advantage how then is the child expected to demonstrate what she has learnt? I have always wondered, if the child's language is the same as the language of the test, what would their performance be like? Will I still have to explain the problem for them to do? Or would they do it on their own? ..quick fix solution is memorising.”* - RES 63

4.6.3.3 Self-Learning Possibilities is Not a Policy Inclusion

Loud comparisons between the ITM girls and ‘plain’ area children’s opportunities to learn showed three areas as problematically neglected: one, that self-learning possibilities where learners take onus of their own learning are systemically stunted given the language barrier and the paucity of resources such as digital access, ability to use library for referencing and thus deepening conceptual knowledge. Two, that monolingual expectations of pedagogy and tests are problematic for teachers as well as students. Three, that the no retention no detention policy in the primary sections has detrimental effects for the child.

4.7 Why don’t the Girls at KGBV have Equal Learning Opportunities?

In order to respond to this question we refer to the data that we collected through Q sorting. This part presents reasons as cited by the teachers, the teacher educators and educational officers as to why equal learning opportunities are rare to come by for the ITM girls in ITM districts of Waranagal and Adilabad and thus the possibilities of Equal Educational Opportunities too are difficult to realise. All the respondents in their interviews of these two districts clearly and unanimously mentioned that both equal educational opportunities as well as equal learning opportunities are a near impossibilities for these girls and they cite four categories of reasons.

4.7.1 Parents-related Reasons

Note that all the reasons cited under learning poorness stand pertinent here as well. Additionally, these are mentioned. One of the first reason that was sighted by most of the teachers was regarding parents and parenting styles which necessarily required them to compare the kind of parents they interact with probably with the kind of parents that day where are the kind of parents that the end of saying if they had work in one of those who urban schools or in a private school. So a discursive construction of the basis of ‘difference’ that triggered the conditions of unequal education and hence unequal learning opportunities was explained.

4.7.1.1 Gender Bias has Several Forms

Teachers' felt that parental gender bias (in favour of sons) creates inequality in terms of educational time and educational priority for girls in the lower classes, which begin to show its effect once the girls arrive at KGBV in class 6.

An oft-cited reason is the absence of parental impetus for educational progress. Parents of these girls being minimally educated themselves see no exclusive purpose behind sending them off to KGBV schools for a period. While some teachers believe that parents lack aspirations for their daughters, some believe that their parents just want their daughters 'safe' since they migrate to different places and a few others believe that 'these parents' would not care since they already have decided on their marriages.

Extended vacations which teachers call as extended 'absenteeism' is only for girls given the family's needs. This is not the case with 'boys' in the family.

4.7.1.2 Parents Calculate an Opportunity Cost

Several teachers felt that parents prioritised immediate 'needs of gratification' over an educationally derived and delayed gratification of needs. A teacher explained this in detail in excerpt 4.24.

Excerpt 4.24: *“Especially after holidays (like dussehra) girls are forced to stay back home in order to take care of the younger siblings or for household work or for agricultural purposes. These needs are immediate and hence the daughter's education is sacrificed. In more recent times we have heard parents saying that many have studied but have not found any employment, so how does it matter if our daughters go to school and study. So if they work on the fields, graze the herd and work on fields they will learn to survive.”* - RES 63

4.7.2 Pupil-related Reasons

4.7.2.1 Minimum Threshold Levels not Reached

An oft-voiced issue in the schools is this description that looks generic (as an ability of the child) but is in essence specific to the demand that the girls navigate the school in English. So in essence what the teachers are referring to is the *minimum threshold* level of capability in English. As per RES54, learning is a 'mid-way' meeting of two people - a space where teachers' interest

and effort to get across a concept have to be met by the learners' curiosity and willingness to learn. Essentially the teacher is talking about the 'intersubjective' space where any interactions not necessarily just pedagogy happens. She highlights that for this space to be created, language is the mediating tool and in her context she recognises that the tool in place is not the tool of the school.

Excerpt 4.25: *“One struggle that we have is that the nature of academic spoon-feeding is extremely high. Ability to read and comprehend on their own is low and so every line needs to be explained. In science, the language is complex. Even if I explain in Telugu, the girls will have to read the text in English and write their notes and exams in English. When a minimum language level is not reached, I think self-engaged learning and reading do not happen. That is a major concern with the girls. Even when we try hard there is no hatching on (pattukovadam)”*. - RES 54

4.7.3 Policy-related Reasons

4.7.3.1 Language Concerns and MoI

Most teachers did acknowledge that KGBV schools are exclusive spaces for ITM girls to access education. This was more so for girls from the ITM background who will otherwise miss the opportunity to study. Yet several concerns exist within the KGBV system, some of which are policy-related. One of the foremost concerns is regarding the absence of an appropriate language policy for these girls that would then be sensitive to their learning difficulties arising from language discordant pedagogy.

4.7.3.2 Policy Related to Teacher Training

Teacher Training Institutes in Tribal areas have not evolved a suitable teacher training curriculum for multilingual children such as the ITM girls. In-service training programmes geared exclusively for KGBV teachers are rare since they are a part of the SSA. Usually they are asked to occasionally attend training programs curated for 'other' public-funded schemes.

4.7.3.3 MoI Shifts

Whimsical shift in MoI is another policy intervention where even teachers struggle and learners are the most distraught. Bilingual pedagogy that NEP (2020) supports is not explored as a priority.

4.7.3.4 Pedagogy Concerns: From Bridge School to Regular School

A senior teacher mentions that KGBV schools started out as a bridge School with 3 years of preparatory time to reach class 9 level by when girls would have settled in. However in 2014 when Samagra Shiksha took over KGBVs these girls were then ‘on par’ with any other child like in ZPHS or other public-funded schools. ITM learners are under constant pressure and so are teachers, especially since close to 75% of the girls start from scratch (during the learner readiness stage). Note that there is no ‘entrance’ on the basis of which admissions happen.

4.7.4 Practice-related Reasons

Teachers highlight how their preparation for their profession could have been shaped by ‘who’ the learners are. While ‘special’ education is designed for the bodily underprivileged, the stream of TE for multilingual conditions is missing. TEEDU56 points out how THE institutions need to create teachers for the specific locations. TEEDU56 not only questions why bilingual education that NEP-2020 advocates is traded for a ‘monolingual’ pedagogy but goes on to opine that something designed for ITM children will work for ‘others while it may not be true the other way around’.

Excerpt 4.26: *“Specifically for Adilabad district, as a teacher educated I know that multilingual education strategies should be the primary impetus in teacher education. Yet the curriculum that was developed is very ‘monolingually’ inclined to either Telugu medium or English Medium. Why is bilingual education not the driving force in TE? I believe pedagogic interventions designed for ITM children can also work for the regional language children but may not be the other way round.” - TEEDU56*

Consequently, the nature of pedagogy such as teacher multilingual support in class and reading support; educational learning resources (both digital and textual) and finally, both teacher and digital support for propelling self-learning capabilities are missing.

RES45 in comparative reasoning points out how the ITM girls lack the resources that could build self-learning and deep-learning possibilities through self-driven learning. Not only does this teacher deem this as the major difference between the ITM girls and the ‘other’ city-bred girls- she points out that in disadvantaged areas such as Narnoor, or even Sangem, that scope for self-learning and learner controlled learning are beyond the reach of the girls here owing to digital connectivity and access to online TLM.

Excerpt 4.27: *“One of the major differences between the girls in the school and the girls probably in your areas is the whole availability of digital resources and access to digital connectivity. Simply the availability of Internet connection itself is a major dividing factor. A lot of people use the internet but what I see is the kind of freedom that you will have to access what you want to learn and what you want to engage with. So in today's times conditions for self learning require digital resources and internet connectivity that these girls do not have.”* - RES45

Excerpt 4.28: *“National education policy 2020 talks about developing an online database of teaching learning resources especially for mathematics and Science subjects. If that can happen it would be a great help for at least these girls yet in these remote Areas where internet connectivity is shaky and the bandwidth is low, I still doubt how successful it would be.”* - TEEDU53

Conclusion

This chapter presented the analysis of the data collected from 4 KGBV schools of Telangana with respect to the four research questions that we had constructed. We find that assessment of well-being based on spaces and factors has been an enlightening one in capturing the relative nature of how wellness is perceived and lived through experience of the school and schooling. The deliberate choice of picking a rural KGBV with ITM girls and a ‘hill-forest-interior’ area KGBV school with ITM girls has been deliberate and enlightening, especially in realising how the nature of availability of resources impacts the nature of wellbeing and thus realisation/materialisation of the educational opportunity both in current and for futures orientation i.e. proactively orienting current educational practices to build futures through education.

Learning poorness is evidenced across the different test measures. Attention is drawn to the fact that not only are scores low on the grade-appropriate test levels but also on the tests of lower grade-levels. Teachers in these contexts are definitely conscious of the existence of learner poorness and have logicised why they think learning poorness exists. Consequently, they recognise that the construct of ‘Equal Educational Opportunity’ may not be realised as such for the ITM girls unless the construct of Equal Learning Opportunities is not factored in despite all its messiness (refer to Chapter 2, discussion on the paradox of ‘equal opportunity’ and learning curve). Different stakeholders then present different sets of ‘causative factors’ as to why ITM

girls do not have as intense and as many opportunities as they ought to have for realising their educational rights.

Chapter 5

Learning Poorness, Learning Poverty and Equal Educational Opportunity as Enabling Equal Learning Opportunity: The Case of ITM Girls in KGBV Schools of Srikakulam, Andhra Pradesh

5.1 Introduction

KGBV School is an exclusive space designed with specific objectives for the girl child in general. In order to assess the educational context of an ITM girl's educational experience in KGBV School, we adopt Edward Soja's *Third Space* theory. Soja sees any 'space' as socially produced and hence the space serves as a tool for thought, action, control and for dominance. He argues that the first space is the manipulatable, concrete, objective and measurable aspects of a space. Thus, starting from hard infrastructure to soft infrastructure other physical aspects are a part of this space. The second space is an imagined possibility within the physicality of the first space. Therefore, what kinds of interventions can be designed in the space constitutes the second space. Thus, discourses of planning can revolve around specific problems and interventions: problems such as dropout concerns, educational achievement, and girl child education possibilities, enhancing the educational development of the girl, the community and the region as a way to address the backwardness of the area. The third space is actually the lived space. This is the space where the first space and the imagined second space blend to create a subjective and lived third space. This is the space where we know whether the *imagined aspirations* of the policy-maker/planners have actually materialise into reality and realistic expectations for the girls. Following this theoretical schema, this chapter will engage primarily with the lived space realities of the ITM girls of KGBV. Hence we first present the concrete and measurable aspects of the school followed by girls' experiences, both of well-being and education, in the school.

5.2. The Locational Specificities of the School

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
Strength of the School	All Schools from 6 th to 10 th	226*	280*	*As per allotted numbers but usually additional students are taken due to demand and special recommendations from CWC and NGO interventions.
Academic Space	School Building Type (Storeyed)	2 Storeyed (G+1)*	2 storeyed	*The top floor of the schools is usually used for residential purposes, with the ground floor rooms reserved for academic and other administrative purposes.
	Classrooms	5*	7*	*Only grade-specific classrooms.
	Furniture for Students in Classroom (Furniture includes Desks/Tables, Chairs, Bookshelves, Cabinets, Whiteboards/Chalkboards, Bulletin Boards, Waste Bins)	Partially Available*	Partially Available*	*Congested classrooms with inadequate furniture.
	Furniture for Teachers (Chairs and Tables)	Yes	Partially*	*Tables were not provided, only a plastic chair was provided.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Sitting Capacity of Classroom (approx.)	36*	36*	*Crowded Classrooms; No elbow space during class work .
	Ventilation	Adequately Ventilated	Adequately Ventilated	The classroom has two wide windows for an adequate flow of air and light.
	Laboratories and Special Subject Rooms	Yes*	Yes**	*The school has an integrated laboratory, but with inadequate lab equipment. Teacher reported borrowing from the nearest ZPHS on good will. **The school has a science lab. Borrowing too is not possible since this school is located 5 km from the nearest primary school and 7 km from a ZPHS.
	Learning Materials such as charts, posters used in classrooms	Yes	Yes	The charts and posters were made by the students are replicas of the textbook concepts.
	Computer-Aided Learning	Yes*	Yes**	*Some classrooms had Digital space **Computer Lab with 7 Computers.
	Library (Room for Reading +Librarian + Books)	Partially*	Partially**	*The library room is present, but there is no librarian. A Hindi teacher takes on the responsibilities of a librarian. The books are

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
				presented in Telugu, Hindi, and English languages. This school also has a small classroom library with a set of textbooks and a dictionary. **Library room with books in Telugu and English. There is no librarian or a dedicated time for the library.
	S.O. Room	Yes	Yes	There is a designated office in the KGBV premises for SO.
	Staff-Room	Yes	Yes	Available with furniture.
	School Hall	Yes*	Yes	*AV room is present
	Textbooks (TB) and Notebooks (NB) supplied by State	Yes	Yes	*A sufficient number of books are provided.
	Number of Teachers and Teacher-Pupil Ratio	5 1:40	8+1 35:1	NEP-2020 mandates the pupil-teacher ratio (PTR) to be 30:1.
	School staffed according to the Implementation Guidelines of KGBV	No*	No**	*According to the implementation guidelines of KGBV warden, an ANM officer and office attendants must be present On the premises. but none of them are

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
				present. The SO has said a separate designation must be provided for the warden position. At present, SO takes up the responsibilities of warden **The required number of teachers is not provided.
	School Boundary Wall	Yes*	Yes*	*Children feel safe because of the boundary wall.
	Electricity Connection	Yes*	Yes*	*The schools have long hours of power disruptions.
	Safe Drinking Water (working RO/purifier)	No*	Yes	*Mineral water facility
	MOI	Telugu	English	As per state language policy.
	Language Concordant or Language Discordant Pedagogy	Language discordant*	Language discordant*	*Different School and Home Language *Teachers do not know the children's language.
	Community Interaction Present in Academic Space	No	No	No community representation as such; Community Interaction is only in the form of and through SMC.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Special Educator (Available)	No*^	No*^^	*Every class has at least one child with dysgraphia or a learning difficulty. Special Educators or MSEs, were not a part of the school/system. ^Special Educator was available in the school before the pandemic. ^^Under Rajiv Gandhi Shiksha Mission 2-3 hrs. of training has been provided on special education.
	Teacher Trained to Identify Special Education Needs	No*	No*	*Adequate training is not provided to the teachers. not enough training, an online module is provided.
	Classroom Separate from Residential Spaces	No*	Yes	*They have classes on the Ground floor and Dormitories on the First floor.
Residential Space	Building Type	2 Storeyed	2 storeyed*	In dormitories, 15 students are accommodated in one room. *The building has any space.
	Cupboards	No*	Yes	*Trunks are provided.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Ventilation	Adequately ventilated	Adequately ventilated	The dormitories have wide windows for an adequate flow of air and light.
	Furniture (Beds, Mattresses)	No*	No*	*Girls sleep on the floor.
	Washrooms (Toilets and Washing Spaces) and Toilet Usage Ratio	10 1:24.8*	10 1:28.9**	In India, the National Building Code (NBC) recommends a minimum of one water closet (toilet) for every 15 females in educational institutions; according to the Swachh Vidyalaya guidelines by the Ministry of Drinking Water and Sanitation, the recommended toilet usage ratio is 1:25 in upper primary and secondary schools. *Washrooms are cleaned three times a day by the cleaning workers. **Washrooms are cleaned twice a day by the cleaning workers.
	Septic Tank Any Open Tanks, Sewers, Septic Tanks	Open*	Closed **	* Due to the lack of a drain outlet, the drainage flows into the playground. **Constructed, Used, Covered, and Maintained so reduced possibility of health and safety concerns due to open sewers.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Dormitory Protected against Mosquitoes, and Other such Harmful Pests-Insects	Yes*	Yes**	*Windows are covered with mosquito mesh. Yearly, twice, pest control is done. **Additionally fumigation is done since this is a Malaria Type II prone area.
	Sufficient Water Supply (Hot Water Supply also)	Yes*	Yes*	*Do not have running water in washrooms
	Fire Extinguishing Equipment	Yes*	Yes**	**None near kitchen Nobody knows how to use them
	Menstrual Products and Other Utilities provided by school	Yes*	Yes**	*Sanitary Napkins are provided by the government. Incinerators and vending machines are present but the vending machine is not working. **Incinerator is present but went for repair. There is a provision for a special dustbin.
	The Food is Cooked According to the Menu	Yes	Yes	*The children have raised issues regarding the poor quality of food.
	Display of Nutritious Values of food	No	No	No specific requirement to display this information.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Dining Hall (Available and Functional)	Yes *	Yes*	*The dining hall can accommodate only 1/3rd of kids at once. The students prefer to eat in their hostel rooms.
	Kitchen (Available and Fit with Safety)	Yes	Yes*	* In both the schools, kitchens are not safe given that fire safety is not included.
	Medical Checkups (Body, Dental)	Yes*	**Yes	*Every Thursday, the local ANM visits the school. Body checkups are conducted once a year. **Supplements are distributed.
	Health Officer/ANMs Available on Premises	No*	Yes**	*The SO takes up the responsibilities of the ANM. There are no ambulance services in emergencies. The SO has to book an auto in advance to the nearest PHC. **PHC is located nearby to the school, and ambulance services are also available.
	Mental Health Counsellor on Call (Available)	No	No	*Teachers are not trained in this direction and hence do not distinguish and detect differences between mental health and developmental concerns.

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
	Teachers Trained to Handle Mental Health Concerns of Children	No*	No**	*SO has studied Psychology. **Inadequate training is provided to teachers. The teachers felt the need for this training.
Recreational Space	Playground (Available)	Yes*	Yes	*Very congested, drainage cesspool in the playground.
	Dedicated Period Only for Games	No*	Yes	*Games and sports are NOT scheduled in the 9 to 4 time table. After school 4:00 to 5:00 is open for games and other activities.
	Dedicated Sports Training	No	No	Despite girls representing the districts in district meets, distinct coaching for athletics, kabaddi, etc. is not available.
	Sports Equipment(Available)	Yes*	No	*Both indoor and outdoor equipment for sports is not available. Additionally, since the sewer forms a pool in the corner of the school, the little space available for games too cannot be utilised.
	Sports Coach (Available)	No	No*	*Qualified sports coach not recruited.
Communit	Community Food Cooked	No	No	*Major reason for unhappiness in the school

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
y Space				space.
	Celebrate Community Festivals	No*	No**	*The only festival celebrations are Pongal, Dussehra, Vinayaka Chaturthi, and Diwali. **No festivals are celebrated.
	School Calendar Accommodates Community Needs/Meets/Festivals	No*	No*	*Only national holidays are given. For festivals like Kandi, Mamidi Pandagu, and Bantu Pandagu, holidays are not given, nor are they celebrated in school.
	Community a Part of the School Ecology	No*	No*	*Neither the school's linguistic landscape nor the curricular activities invite the community members.
	Amenities for Community Members when Visiting	No*	No**	*They have regulated meetings for parents, with each class assigned a day (Saturday/Sunday) in a month. There is no telephone in school, so the girls speak to their parents from their teachers' mobile once for 2-3 minutes. **The girls can meet their parents every Sunday. There is no space to accommodate parents. They can also go home on Saturday and come back on Monday. There is a

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Burja, Burja Block, Srikakulam, Andhra Pradesh*	Seethampeta, Seethampeta Block, Srikakulam, Andhra Pradesh **	*53 km from Srikakulam Headquarters and 13 km from Nearest Highway **55 km from Srikakulam Headquarters and 2.4 km from Nearest Highway
				landline present in SO's room.

5.3 Are the Girls ‘Well’ in School?

At the core of a student's experience in school is their well-being, which encompasses various aspects such as academic performance, social connections, and cultural involvement. A focus on well-being can lead to a range of positive outcomes, including increased motivation, reduced disciplinary issues, and a more enjoyable school experience. This underscores the importance of prioritising student well-being, as it not only benefits individuals but also communities and nations at large (Bücker et al., 2018).

a. Participants

N=75 grade 8 pupils from two KGBV schools in the Indian state of Andhra Pradesh, namely Seethampeta and Burja, were administered the tool. The respondents' ages ranged from 13 to 15 and were speakers of Telugu, Savara, Odia, and Jatapu. The well-being questionnaire was administered only to Class 8 students and not to Class 6 and 7 students because we believe that Class 8 students, having spent more than two years in school, are better accustomed to the school environment and practices and are therefore better equipped to comprehend and respond to the questionnaire's questions. On the other hand, Class 6 students who had just started school when this test was given might not have been able to understand the questions. Hence, a convenient sampling method was adopted to involve those students who were more accessible and readily available to provide their data and inputs on the status of student well-being in these schools.

b. Procedures

On the basis of a structured questionnaire focusing on the perceived and subjective well-being of KGBV pupils, a mixed-methods study, i.e., a questionnaire followed by FGDs with the learners was conducted. Additionally, researchers' assessments of the aspects that contributed to each of the factors under well-being were independently documented. The instruments were administered alongside achievement tests on field trips between June and November of 2022. Since, the survey also aspired to measure specific aspects of well-being, such as the absence of stress and anxiety experienced by students, and the level of engagement and sense of belonging experienced by students. FGDs were conducted with students to gather more detailed information about their experiences and perceptions of the school environment particularly

useful for gathering information about specific aspects of well-being, such as the level of support provided for physical and mental health and well-being. The questionnaire was intended to be self-administered, however, we decided to assist children in completing the survey due to their age, language ability, education level, and comprehension of the survey issue. To ensure that the survey findings truly reflect the child's experiences and viewpoints, the same questionnaire was used to guide discussions during the FGDs. Ethical considerations were primary. Students were not obligated or mandated to complete the questionnaire for the study. Before administering the questionnaire, its objectives and context were explained to the participants. Those who did not intend to complete the survey remained in class but had free time. The facilitator's presence afforded students the option to seek clarification on the nature of their queries, if necessary. To protect the privacy of the participants, the completed questionnaires were encoded by the school and by students.

c. Process of Analysis

Three-layered-onion-ring analysis is attempted. First, a descriptive and inferential statistical analysis to understand and interpret what the ITM girls have rank-ordered on the well-being scale is attempted. The FGDs with the girls are then brought in to understand why the nature of ranking is as such and finally the researchers' observations along the School Well-Being scale and the discussions with the school-in-charges are brought in to further explain the well-being context of the ITM girls.

5.3.1 What does the Analysis say about how 'Well' the Girls Feel in the School Space and Why?

Pearson Product Correlations were done to identify the relationship between specific factors that contribute to the student's well-being in KGBV schools for ITM girls. In addition, our analysis seeks to identify any correlation between the factors so that we can better understand the causes of these outcomes and identify areas where the school's educational processes, care and counselling services, infrastructure and coordination design for an enabling and safe school environment be designed.

5.3.1.1 Within Factor Correlations

Factor specific correlations showed that there was a significant but weak positive association between safety and participation ($r = .254$, $p = .05$). Additionally safety correlated moderately strongly with happiness ($r = .544$, $p = .01$).

a. Why is a Positive and Weak Correlation Found between Safety and Participation?

A school environment that is not conducive to learning is detrimental to active participation in classrooms. A safe and supportive school environment in which students flourish emotionally, socially, and academically is largely based on the quality of relationships between many individuals, including students, parents, school personnel, and the community. In both KGBV Seethampeta and Burja, the girls have pointed out in excerpts 5.1 & 5.2 that they are unable to spend quality time with their parents which is affecting the quality of their relationship with their parents.

Excerpt 5.1: *“We rarely speak to parents over the phone. Our school does not have a sufficient number of telephones to talk to parents. We use our teacher’s mobile to speak to our parents.”*
- Students at KGBV SPT

Excerpt 5.2: *“When our parents come to visit us in large numbers, we do not have sufficient time to speak with them and spend time with them because there is no space to accommodate a large group of parents at a time. Therefore, our teachers ask parents to leave quickly. We cannot speak to our parents over the phone, and sometimes when our parents call, we are not informed about the same.”* - Students at KGBV B



The image shows that there is no space to accommodate visitors, parents adjust in the front yard.

The excerpts suggest that the lack of communication between the girls and their parents is creating an uneasy feeling in girls hence, reducing classroom participation. Therefore, there is a weak correlation between safety and participation. One thing that is to be noted is that it is very important to allow girls to speak to their parents because most of the girls’ parents are migrant workers. So it is not possible for them to come and meet their children every week in the school.

Sometimes they go to distant places for a very long time. In such cases, the child should be able to speak to her parents at least once a week in order for her to feel secure.

b. Why is a Moderate Correlation Found between Safety and Happiness?

Safety is a crucial component of happiness. Only when a child feels a sense of security in school will she feel happy? A child should feel safe in all the spaces in school in order for her to be happy to the fullest extent. When children feel secure it has a knock-on effect in all the key areas of the school. But the students at KGBV Seethampeta and Burja schools do not feel Safe in all the spaces. **Safety leads to Happiness and it in turn leads a child to be more productive, they will not feel sick as often, and they tend to accomplish more.**

Excerpt 5.3: *“We feel happy and safe in the classrooms because we have friends and teachers around. Classes are interesting and entertaining. Additionally, projects, and assignments given by teachers make us happy.”* - Students at KGBV-SPT & KGBV-B

Excerpt 5.4: *“They feel secure here because teachers are always present with them. They feel safer in KGBV compared to their own homes.”* - Students at KGBV-SPT & KGBV-B

Even though excerpts 5.3 & 5.4 tell us that the girls feel **secure** and happy in academic spaces, there are a few reasons cited by the girls in excerpts 5.5 & 5.6 which suggest that they do not feel secure in residential space. For example, the girls at KGBV Burja have complained of greasy floors in bathrooms, Stones in rice and lack of mineral water.

Excerpt 5.5: *“The bathroom floors are greasy and slippery. At night, when there is no electricity or when it is too dark, we slip and hurt ourselves. In the hostel, there are 2-3 lighting fixtures, but in bathrooms there are none.”* - Students at KGBV-B

Excerpt 5.6: *“The food here is ‘horrible’. They do not cook the rice properly and we even find stones in the rice while eating. Moreover, we do not have a supply of mineral water regularly. When there is no mineral water, we drink from borewells, which causes health problems to us.”* - Students at KGBV-B

The excerpt suggests that the girls worry about their safety in residential spaces which makes them feel unsafe and fearful. Yet, the girls feel positive in KGBV compared to homes and hence the numbers report a moderate correlation between safety and happiness.

5.3.1.2 Within Space-wise Correlations

Space-wise correlations perception of being ‘well’ was done to understand how their perception interacts with the space in which they live. A moderately positive correlation was found between **residential and recreational spaces (r=.525, p=01)**. Similarly, a weak correlation was found between **academic space and residential spaces (r=.308, p=.05)**. Recreation spaces documented a weak but negative correlation with community space.

a. Why is a Moderate Correlation Found between Residential Space and Recreational Space?

For the well-being of a child, recreational activities play a very important role in a child’s development. It rejuvenates them, restores their energy and promotes a sense of joy in children. It contributes to emotional stability by affording rest, relaxation and creative activity. According to the data from KGBV schools in Andhra Pradesh we find that there is a moderate correlation found between residential space and recreational space, which means that the school is not giving considerable importance to the recreational activities of the girls when they are in the hostel.

Excerpt 5.7: *“We do not get enough time to rejuvenate, even on Sundays. We are asked to wake up early even on Sundays.”* - Students at KGBV-B

Excerpt 5.8: *“On Sundays, our teachers used to screen movies but not anymore since the speakers do not work. On Sundays also we are asked to study even though we do not have any interest.”* - Students at KGBV-B

Excerpt 5.9: *“We do not have any extra-curricular activities being conducted in school anymore. Before (pandemic) at least once a week teachers would engage us in other activities.”* - Students at KGBV-B

Excerpt 5.10: *“Our sports ground is not maintained properly. The ground is filled with thorns and stones. We do not have drill equipment either. Moreover, we are asked to clean the ground.”* - Students at KGBV-B



The above excerpts tell us that recreational activities are not conducted in KGBV Burja and students are unhappy regarding the same. They are not able to rejuvenate themselves and thus, are not performing well in academics according to the students in excerpt 5.8. Therefore, the girls of KGBV Burja do not have any kind of recreational activities to relax and restore their energy resulting in a moderate correlation between residential and recreational spaces.

b. Why is a Weak Correlation Found between Academic Space and Residential Space?

The environment, housing, and facilities of the residential space particularly impact the academic life of KGBV students since they have to live in hostels away from the comfort of their homes. Happiness in girls' residential spaces is hence essential for their learning goals and their further studies. According to the data from KGBV schools in Andhra Pradesh, we find that there is a weak correlation found between academic space and residential space, which means that the poor facilities in residential space are impacting the academic performance of girls, and there is a dire necessity for the teachers as well as hostel warden to pay attention so that the ultimate purpose of the students joining the school, i.e., learning can be achieved. Take the example of KGBV Burja School. The girls have pointed out reasons in excerpt 5.11 for less participation in classrooms due to the lack of proper hospitality in academic/residential spaces.

Excerpt 5.11: *“The food provided to us in the school does not provide any energy. We also do not get to sleep properly because of the lack of space and beds. Moreover, we wake up as early as 3:30 am to queue up for washroom turns because we have study hours at 4:30 am.”* - Students at KGBV-B

The excerpt suggests that the girls are not being provided nutritious food, thus they lack energy, resulting in low concentration levels in classrooms. The lack of proper sleep contributes to underperformance in academics because students feel very drowsy, foggy, and exhausted throughout the day.

5.3.1.3 Between Space and Factor Correlations

A space and factor correlation showed that a strong and positive correlation was noticed between residential space and happiness ($r=.633$, $p=.01$), safety ($r=.542$, $p=.01$) and participation ($r=.631$, $p=.01$). Similarly, recreational space demonstrates a strong relationship with happiness ($r=.691$, $p=.01$) and a moderate relationship with motivation ($r=.499$, $p=.01$) and a negative correlation

with health ($r = -.313$, $p = .01$). Academic space showed weak correlations with all the factors except happiness ($r = .072$, $p = .31$). Community space showed no correlations with any factor except a weak relationship with safety ($r = .189$, $p = .01$).

a. Why Does Recreational Space Demonstrate a Strong Relationship with Happiness and a Moderate Relationship with Motivation and a Negative Correlation with Health?

As discussed above, recreational activities rejuvenate children, and that produces happiness in them. Conducting regular recreational activities leads to an increase in happiness levels in girls. The numbers report a strong correlation between recreational space and happiness because the girls at KGBV Seethampeta get to play their cultural games like “Daagudu Muthalu, Tokkudu Billa, Kappa Genthalu”. They also play games from their village in school like “Tomato Dosa”.

Regarding motivation in recreational space, on the one hand, the girls of KGBV Seethampeta, felt positive, while on the other hand, in KGBV Burja, the girls were not positive. In KGBV Seethampeta, there were no restrictions on girls as to the kinds of games they had to play or with whom to play. Moreover, the girls were also motivated to participate in State level sports competitions by their teachers. However, in KGBV Burja, there was no proper sports ground in the first place to play any kind of game. Hence, the numbers show a moderate correlation between recreational space and motivation.

If we take the example of KGBV Burja School, they have a sports field with thorns and stones all over the ground. The girls do not play games with the apprehension that they might injure themselves because of thorns, which might cause infection. Another reason that contributes to the negative correlation between recreational space and health is the absence of sports equipment in schools which leads to less physical activity among girls. Lack of physical activity, as is commonly understood, leads to many health problems in children, which affect their learning in school.

b. Why is a Weak Correlation Found between Academic Space and all the Factors except Happiness?

When the girls were asked if they feel cheerful in classrooms, the answer was unanimously yes. In the academic space, the girls stated that they are very happy because of friends, teachers who

are encouraging, projects, and assignments. On the other hand, the numbers show a weak correlation with the remaining factors in the academic space.

Excerpt 5.12: *“We feel stressed/tensed about the projects because the teachers give projects at once. Teachers hand out projects just a week before exams. We are not provided with any stationery, books, or printouts for executing projects. When we complain about the non-availability of such paraphernalia, teachers simply shrug us off and tell us that we should get the tools ourselves.”* - Students at KGBV-B

Excerpt 5.13: *“Sometimes, we do not participate in classroom activities because we do not feel ‘interesting’ in the subject.”* - Students at KGBV-SPT

Excerpt 5.14: *“We buy notebooks from our money, a few of us do not have notebooks because our parents cannot afford to buy notebooks.”* - Students at KGBV-SPT

Excerpt 5.15: *“We do not have proper seating arrangement in classrooms, there is no space to sit properly and write.”* - Students at KGBV-SPT



A girl child is considered ‘well’ only when she feels positive about all aspects of her academic environment and is able to learn to the fullest extent. Excerpts 5.12, 5.13, 5.14 and 5.15 above correspond to health, motivation, and active participation factors, and they reveal that the girls have no positive responses to any of these factors.

The inefficient design of the curriculum is putting students under a lot of stress which is impacting their health and resulting in poor academic performance. From excerpt 5.13 it can be inferred that since teachers do not receive adequate training on how to address the needs of tribal girls, they are unable to incorporate engaging teaching techniques in the classroom to capture the attention of girls. This results in children losing motivation to study. Another reason for reduced motivation in a few girls is their inability to buy notebooks because of financial constraints in their families. We can see from the image under excerpt 5.15 that two students can sit

comfortably on the provided benches. However, in this instance, three students are seated on one bench, which causes both pain and a lack of space for writing. Inadequate and poor seating arrangements not just reduce learning but also cause health issues like physical deformities. We conclude that, because of the reasons above, there is a weak correlation between academic space and all the factors except happiness.

c. Why did Community Space Show No Correlations with Any Factor Except a Weak Relationship with Safety?

The activities/celebrations conducted in community spaces allow the girls to stay connected with their culture and communities when they are away from their homes. Community space includes the availability of community-specific foods, and celebrating community festivals. Unfortunately, the girls from the KGBV schools do not get an opportunity to celebrate any of their cultural festivals, which makes them distant from their homes and also gets them disconnected from their studies, leading to reduced learning. When children were asked whether their festivals are celebrated in schools or holidays are given, their answer was a ‘no’. The girls also miss the cultural food that is made at their homes.

The children also shared that they do not even get a chance to speak to their parents on the phone. They get to meet their parents sometimes, although for a shorter period, hence, even when the correlation is positive between community space and safety it is weak at best.

Excerpt 5.16: *“We do not get to celebrate our cultural festivals like Agni Pooja, Bhumi Pooja and tribal Festivals like Kandi, Mamidi and Banthi panduga. We neither get holidays nor celebrations done for our festivals. We miss celebrating our festivals at home.”* - Students at KGBV-SPT & KGBV-B

It’s worth noting that food, games, and celebrations are an important part of an ITM child’s cultural life, and if their cultural practices are not respected or supported in school spaces, it leads to a feeling of disconnection from their cultural identity, which also impacts their well-being.

5.4 Is there any Evidence of Learning Poverty?

5.4.1 What do the Language Tests say on Learning Poorness?

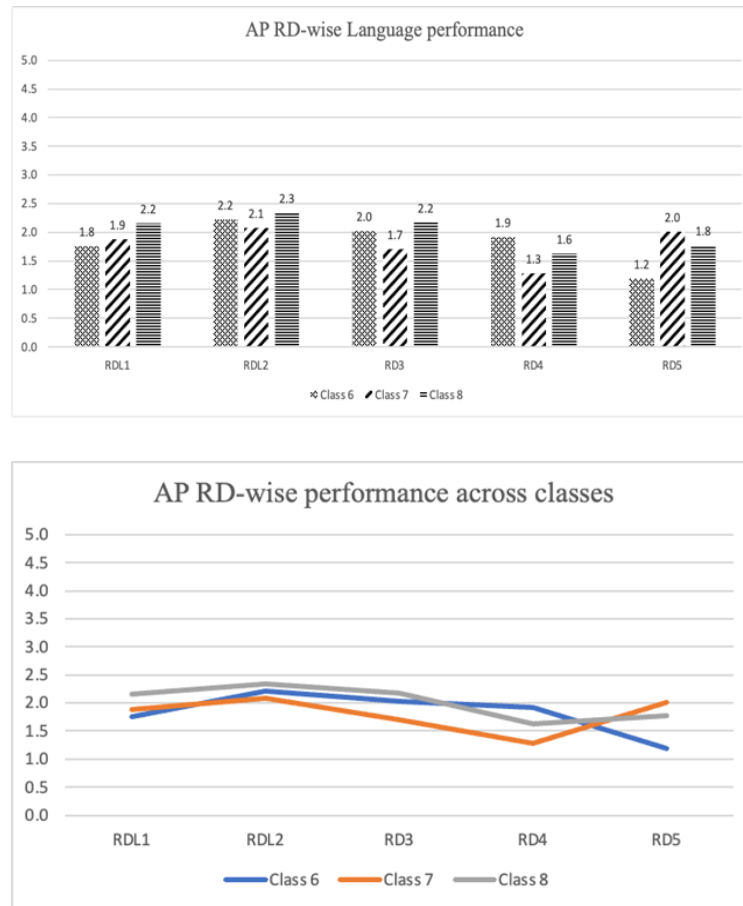


Fig. 5.1: Mean scores for classes 6, 7, and 8 on Reading Difficulty Levels.

As a deliberate choice, we picked two locations: KGBV Burja which did not have any ITM girls and KGBV Seethampeta which had only ITM girls. A state-wise analysis shows the performance of girls of classes 6, 7 and 8 along 5 reading difficulty levels (RDLs) on the x-axis and the mean score on each of the RDLs on the y-axis. Based on the mean scores for class 6, notice that the learning curves (see Chap 2 for a discussion on learning curves) depict a rise-fall trend across the five RDLs with all the classes showing a slightly rising trend in their grade-appropriate RDL.

Table 5.1: Comparing KGBV Average on Reading with NAS (2021) score: National, State and District-wise

NAS DATA	Class	Language	Maths
National	Class 5	55.00	44.00
	Class 8	53.00	36.00
Andhra Pradesh	Class 5	47.00	35.00
	Class 8	49.00	35.00
Srikakulam	Class 5	36	3
	Class 8	31	34
Srikakulam KGBVs	Class 6	36.4	27.61
	Class 8	40.3	30.58

Cumulatively, class-wise mean values show rising and high mean scores for RDL1 to RDL4 with RDL2 documenting the highest means in all the three classes. While class 6 saw a drop in the mean score for the class-appropriate test i.e. RDL5 (2.37). We notice a slightly rising trend with class 7 and class 8.

Further, a comparison with the NAS averages at the state level and district level indicates an interesting trend. The Class 6 mean scores can be compared to the NAS reports of Class 5, and an improvement is expected from class 5 to class 6. The national average for language tests of Class 5, according to the NAS 2021 survey the national average is 55%, while the AP state average is 47%. Note the mean values here for KGBV Srikakulam, for class 6 only range from 36.8% (RD1, RD2), 37.2% (RD3), 35.2% (RD4), and 28% (RD5) making a cumulative average of 33.5% which is way less than the State average as well as the district average for class 5. So is the case for class 8 where the national average is 53%, the State average is 49%, district average is 51% but the cumulative average of class 8 of KGBV Srikakulam is 58%, which is above the documented averages.

5.4.1.2 Inferential Analysis RDLs

A One-way ANOVA followed by Tukey's post-hoc was performed to identify the effect of school, district and class on each Reading Difficulty Level. To identify the effect of class on their RDL performance, a one-way ANOVA test is performed with RD1, RD2, RD3, RD4, and RD5. There is an incremental increase in the performance from RDL1 to RDL5 vertically i.e. e.g. across classes 6 to 8, one sees an increase in performance for RD1. Across the horizontal comparison for each class, there is a gradual decrease in performance. All three classes seemed to perform their best on RD2 which is contextually simple and cognitively undemanding pictorial comprehension text. This reveals that the performances across the RDLs are relatively dependent on the class at least for RDL1 and RDL2 since they are both pictorial comprehension texts. Similarly, on the other three RDLs, which are language-based texts, the trends remain the same since the language tests are designed by keeping the class-appropriate reading demands based on the learning-outcomes curriculum. To examine if there was a significant difference across the RDLs for class, district and school, we used ANOVA.

The Class-wise ANOVA revealed that there was a significant difference between the three classes across the RDLs. ANOVAs showed that performance on RD1 [$F(2,212)=13.287$, $p=0.000$], and RD2 [$F(2,212)=4.718$, $p=0.000$] was significantly different for classes 6, 7 and 8 (recall these are the pictorial based comprehension texts). This very trend was repeated on the language-based tests i.e. RD3 [$F(2,212)=12.397$, $p=0.000$] and RD4 [$F(2,212)=32.580$, $p=0.000$], and RD5 [$F(2,212)=72.103$, $p=0.000$].

Tukey's post-hoc test showed an interesting trend across the classes. There is no difference between the performance of class 6 and class 7 on RDL1 (p -value=0.358) and RDL2 (p -value=0.262) but for RDL3 (p -value=0.005), RDL4 (p -value=0.000) and RDL5 (p -value=0.000) there is a significant difference with class 7 doing better than class 6. Similarly, there was a significant difference between class 6 and class 8 on RDL1 (p -value=0.001) though this difference was not documented in RDL2 (p -value=0.294) and RDL3 (p -value=0.201). On RDL4 (p -value=0.000) and RDL5 (p -value=0.000), class 8 performed significantly differently from class 6. Consistently there is a significant difference in performance between classes 7 and 8 on all the RDLs ($p=0.000$). This indicates that w.r.t Srikakulam, reading levels seem to be considerably satisfactory with at least the district averages if not the State and national average.

5.4.2 What do Mathematics Tests say on Learning Poorness?

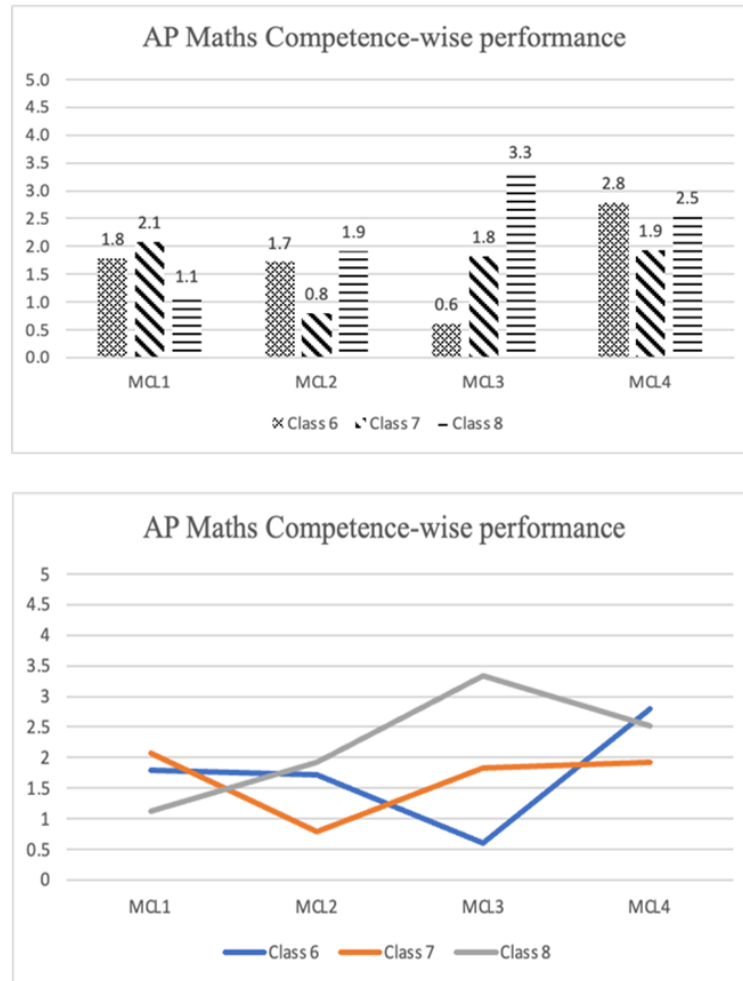


Fig. 5.2: Mean scores for classes 6, 7, and 8 on Mathematics competence level.

The above graph shows the performance of girls in classes 6, 7 and 8 along 4 Math competence levels (MCLs) on the x-axis and the mean score on each of the MCLs on the y-axis. Each of the MCLs is designed by following the (textbooks/curriculum) of the respective class and the previous three years. For class 6, L4 consists of class 6 level Mathematics competencies, L3 consists of class 5 level mathematics competencies, L2 consists of class 4 level mathematics and L1 consists of class 3 level competencies. Note that the mean scores for class 6 range from 1.79 to 2.79 across the four MCL1 to MCL4. Class 7 shows a lower mean score trend with 2.07 to 1.93 across the four MCL1 to MCL4 with a low mean of .79 on MCL3. Class 8 shows a rising trend with 1.12 to 2.24 with an increase in mean to 3.34 in MCL3 but a fall in the grade-specific level.

5.4.2.1 One-way ANOVA Analysis MCLs

A One-way ANOVA was performed to identify the effect of school, district and class on each Mathematics Competency Level. The ANOVA results and mean scores of all four MCLs across the 3 grades. A significant difference is observed in MCL1 [F (2,212)=32.141, p=0.000], MCL2 [F (2,212)=31.116, p=0.000], MCL3 [F (2,212)=161.696, p=0.000], and MCL4 [F (2,212)=10.776, p=0.000]. This means that across the grades, and across the maths test levels there is a significant difference but not that the difference is a better version. Note that the mean scores are all ranging from .6 to 3.3.

Post-hoc results conducted using Tukey's HSD test depict that in MCL1, class 6 was not significantly different from class 7 (p=.063), while class 6 was significantly different from class 8 (p=.000) and class 8 over class 7. (p=.000). On MCL2 class 7 was significantly better over class 6 and class 8 over class 7 but no significant difference was noted over class 6 (p=.308). In MCL3, class 8 performed significantly better than class 6 (p-value=0.000) and class 7 (p-value=0.000) and similarly class 7 over class 6 (p=.000) However, no significant difference was found between class 6 and class 7 of MCL3. In MCL4, class 8 performance was significantly higher than class 7, and no significant difference was found between class 6 and class 7 (p=.0 or class 6 and class 8 (p=.309).

5.4.3 What do Problem Solving Tests say on Learning Poorness?

Problem Solving (PS) is the umbrella term used to describe at least 4 different types of reasoning abilities. The PS tests administered in this study document problem solving at 3 levels: analogical reasoning and deductive reasoning (PS1), intentional reasoning (PS2) and causal reasoning (PS3).

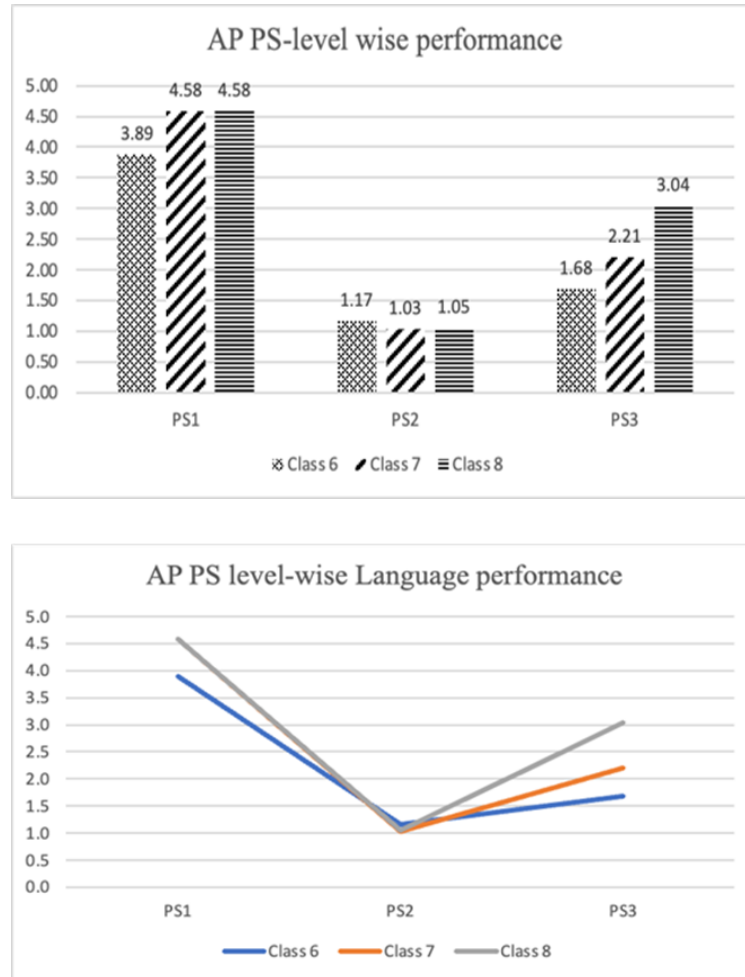


Fig. 5.3: Mean scores for classes 6, 7, and 8 on Problem Solving competence-level.

The graph above shows the performance of KGBV students of classes 6, 7 and 8 along three levels of Problem Solving on the x-axis, and the mean score on each of the RDLs on the y-axis. PS1 has Analogical and deductive reasoning questions, PS2 has intentional reasoning questions, and PS3 has questions pertaining to intentional reasoning. Across the three classes, the mean scores range from 3.89 to 4.58 (for PS1); 1.17 to 1.05 (PS2) and 1.68 to 3.04 (PS3).

5.4.3.1 One-way ANOVA Analysis Problem Solving Levels

One-way ANOVA is conducted to identify the effect of the school on students' performance on three levels of Problem Solving. The results depict that a significant difference is noticed across the three grades in PSL1 [F (2,212)=13.866, p=0.000]; PSL2 [F (2,212)=1.049, p=0.000] and PSL3 [F (2,212)=38.771, p=0.000].

For a class-wise comparison to see the effect of classes 6, 7 and 8 on the performance on PS1, PS2, and PS3, a Tukey's post-hoc with the class as the independent variable and three PS Levels as the dependent variable is performed.

Tukey's post-hoc tests show that in PS1, that class 8 shows a significant difference in comparison to class 6 at a ($p= 0.000$) and class 6 to class 7 ($p=.000$), however, there is no significant difference between class 8 and 7 ($p=.100$). On PS2 there is no significant difference between any of the three classes as such ($p=.379$; $p=.975$ and $p=.478$). On PS3, class 7 shows a significant difference with class 6 ($p= 0.003$), and class 8 shows a significant difference with class 7 ($p=0.000$). Class 8 shows a significant difference with class 6 ($p= 0.000$).

While the inferential statistical procedures show a significant overall difference across the scoring in problem-solving across the three levels, one has to approach the results with caution since numbers can obscure the nature of performance. Observe the stark difference in the scores on PSLs.

5.5 Are Teachers Sensitive to Occurrence of Learning Poorness in their Educational Contexts?

Learning Poorness attempts to explain why learning is not 'catching up' as it ought to be. Understanding why learning poorness exists would require a stock taking of what teachers' believe about learning as well as how they perceive their practices in the light of their beliefs. Therefore the tool that we designed to assess teachers' sensitivity to their learners' learning and how they customise their learning practices in that direction. All the teachers had to fill two likert scales that measured their Linguistic Sensitivity to Pedagogy (LiSP) along two constructs: one, Language Sensitivity (LiSP-LS) and two, Enabling participation (LiSP-EP; see appendices). LiSP-LS, captures awareness of language learning process (ALLP), belief about language interaction (BLI), awareness of language -discordant pedagogy (ALDP) and LiSP-EP attempts to document awareness of language demands (ALD), diagnostic practices (DP), Scaffolding practices (SP) and finally strategies to enable classroom participation (SECP).

Both the teachers and learners were invited to participate in LiSP LS and LiSP-EP. While the primary purpose was to examine teachers' perception and practices, learners were invited to

participate to draw their attention to their classroom practices as well as to validate teachers' practices.

5.5.1 Teachers Response on LiSP-LS and LiSP-EP Correlations

N= 7 teachers were invited to fill out the LiSP-LS and LiSP-EP. We also examined if teachers being “tribal” or “non-tribal” and “familiar/unfamiliar” would impact significantly on how they responded to the questionnaires. None of the teachers agreed that the language learning process was identical across all the learners. They were conscious that the prior-knowledge component was an unpredictable one and hence the presumption of ‘no prior experience’ is made with the KGBV girls during the learning readiness program. 29% of the teachers claimed that use of HL in school would delay the learning of SL; 49% said that knowing and using SL in social interactions would help in learning content subjects in school and 57% also felt that knowing the SL would ease learning content and not knowing the SL would not only affect the confidence levels of the child in doing its school task (26%) leading to disengagement (43%) but also affect the child's capability development. Finally 29% of the teachers believed that knowing SL would be key to building capacities.

Most of the teachers' reported being aware of the nature of language demands in their everyday activities ranging from language of the textbooks, to language of the examinations/test and its effect on performance. 49% of teachers also reported on several diagnostic practices alongside using several participatory practices with scaffolded instructions. However, all the discourses around their pedagogy was driven by a deficit discourse of the child not being able to ‘follow’ the lesson rather than recognise it as the child's genuine right to access education in the language she is comfortable in. A recognition that language is a two-way hurdle for the teacher and the pupil is realised.

A further round of inferential statistics to check for whether teacher familiarity with the learners' languages impacted the way they understood the interaction between language and learning concepts revealed no statistically significant difference except for teachers' awareness of language learning processes (between teachers' responses for LiSP-LS and LiSP-EP). A statistical significance (p.017) indicates a sensitive awareness of language barrier does exist, though not necessarily realised by all the teachers.

While teachers did claim to be aware of their learners' difficulties, the acid test is whether such practices as claimed are endorsed by the learners as well and whether they understand why their teachers follow such strategies. Similarly, teachers' status as being 'tribal/non-tribal' did not reach any statistical significance probably because the number of teachers' who responded was too small for any significance to be reached.

5.5.2 Learners: LiSP-EP and LiSP-LS Correlations

Class 8 ITM girls were invited to participate in assessing their own perceptual understanding of the interaction between language sensitivity to learning and the experience of the nature of pedagogy they are exposed to on an everyday basis. So N= 75 girls were invited to participate in two likert scale questionnaires: LISP- Language Sensitivity and LISP-Enabling participation. The purpose was to examine if the girls perceived language as any kind of barrier as such to which their teachers would then be sensitive of and hence create a pedagogic context which diagnoses and scaffolds for enabling participation. This meant that students' response would be a test for whether they believed they experienced a pedagogy that enabled participation. A Pearson's Product Correlation test was conducted to examine for a correlation of LiSP-Enabling Participation and LiSP-Language Sensitivity both within and between the factors.

5.5.2.1 Within Factors Correlations

A within factors analysis shows that, on LiSP-EP, Awareness of Language Demands correlated positively and highly with Strategies for Classroom Participation ($r=.702$, $p=.001$). Similarly Strategies for Classroom Participation also correlated positively and moderately with Scaffolding Practices ($r=.339$, $p=.001$). No statistically significant correlation was found between the other factors. Why is the relation as such?

Girls in these schools reported explicitly that they do find the language of the textbooks very difficult. Given that textbooks are in English and that they do not have adequate working knowledge of both reading as well as listening in English, the girls struggle on a daily basis. With awareness of the nature of language as a barrier, they also reported frequently working in groups and in their own languages (Savara and Tuurpu (dialect of Telugu). Peer Translations, Peer Translanguaging and Peer Brokering are common while explaining the concepts. While

learner led groups in Math are a functional pedagogy for the girls, teacher initiated scaffolds such as asking for translations mid-way through a class or asking for learners to explain the maths are a common occurrence as well.

Excerpt 5.17: *“Creating ways for comprehending the subject-matter is of paramount importance to hold my attention to the lesson. If I do not understand what is being taught, how am I to learn? So my friends in class and in the evening reading time are the actual teachers.”* - (Stu-RES)

Excerpt 5.18: *“Very few teachers know our language. Now we have new teachers, who have come from ‘plain’ areas and so they do not know anything about us. But they also have to teach. So we help ourselves and indirectly help them also. Older sisters teach us maths or sometimes do the problem and we observe.”* - (Stu-RES)

Awareness of teachers’ inabilities is quite high and awareness of language discordant pedagogy too is known. What we find here is that strategizing is a two-way process: teachers resort to functional translation and in-class practices; and students engage in a context and learning needs-driven engagement in their own learning through concept-specific, problem-specific strategizing. On LiSP-LS, the learner responses documented a negatively moderate correlation between Belief about Language Interaction and Awareness of Language Learning Processes (ALLP) ($r = -.438$, $p = .00$) and a negatively strong correlation with Awareness of Language Discordant Pedagogy (ALDP) ($r = -.604$, $p = .001$). A similar trend was also noted between ALLP and ALDP ($r = -.359$, $p = .001$). Why is the trend so?

WHAT does this negative correlation MEAN? There are two distinct ways to interpret this: One, is a deficit-driven way of understanding that the girls could not go meta of their perceptions of how language affected their learning, their classroom engagement and thus their educational futures (is also a deficit view). Two, that the girls, while being highly aware of the language-discordant pedagogy they experienced on a daily basis, were clearly conscious of their teachers’ roles in their pedagogic space and their own (learners’) interventions in their pedagogic interests. So in rating the perception of their teachers’ LiSP-Language Sensitivity, the girls could recognise that the teachers were aware of the ALLP but were forced by the school’s policy. Look at the two excerpts below

Excerpt 5.19: *“We have heard teachers saying how difficult it is to teach when we do not have a common language. They too are suffering but this is what the school wants so, we both struggle.”*

In class there is no option, but in the reading hour, there is hope.” - (Stu-RES)

Excerpt 5.20: *“Without telugu, how to get life going? Without English how to study in college? So, these two are important and that's why we are also struggling.”* - (Stu-RES)

We believe the negative correlation between Belief about Language Interaction (BLI) and ALLP; BLI and ALDP and ALLP and ALDP can be explained by a construction of the monolingual mindset. While being aware of the ALDP, and the fact that their learning was propelling forward due to the peer-strategies indicates that the teachers’ role is seen to be far from individualised and cohort-oriented. So, in assessing their teachers LiSP-LS they seem to have resigned on the matter - that a struggle is imminent and that no other option exists, so cope. Yet they also see their teachers trying to orchestrate learning through peers, so it is possible that as their perception on BLI increased, the possibility of ALDP also is moderated (counter-balanced).

5.5.2.2 Between Factors Correlations

Pearson’s Product Correlation that examines for a correlation between the four factors of LiSP-Enabling Participation and three factors of LiSP-Language Sensitivity revealed moderate negative relationship between Awareness of Language Demands and Awareness of Language Learning Process ($r = -.388$, $p = .001$). A similar trend is noticed between Awareness of Language Learning Process and Strategies for Enabling Classroom Participation ($r = -.360$, $p = .001$). A weak positive correlation is seen between ALDP and ALDS. **Why are the correlations so?**

Note the negative correlations in the interactions of the two constructs. With ALLP both ALDs and Strategies to Enable Classroom Practices (SECP) show a negative correlation, indicating that in the learners perception, any change in awareness of language learning process necessarily does not mean any change in awareness of language demands (ALDs) and Belief on Language Interactions. What they see is their teachers adhering to the policy of the school despite noting that students struggle and learning is not ideally what it ought to be both in experience, opportunity and outcome (see 5.4.2 for details).

5.6 Why Does Learning Poorness Exist/Persist in KGBVs?

Any understanding of learning poorness and an evaluation of the causes that trigger and sustain it requires a square reflection on the lived realities of the workspace by the primary stakeholders

namely the teachers, and teacher educators on how they assess their pedagogic spaces and transact pedagogy. Hence, this lived working space happens to be the school with specific reference to the following-

1. Teaching-Learning Interactions i.e. the concerns that arise in the interactions between the teachers and learners in the transaction of the curriculum.
2. Teacher Conditions, i.e. the evaluative and reflective aspects of the teachers with respect to their conceptual and pedagogic competencies.
3. Teaching Conditions, i.e. the nature of the environment in which the teacher meets the students with her curriculum.

5.6.1 Concerns Emanating from the Teaching-Learning Interactions

5.6.1.1 Language Barrier and its Effects

The primary reason that perpetuates learning poorness in classrooms is the language barrier since the language of home and school are different. Teachers struggle to engage with children in classrooms because of the language barrier between students and teachers. According to excerpts 5.21 & 5.22, classroom interactions are affected because the teachers do not know the students' language and students are unable to comprehend the medium of instruction. A child grasps the concepts very quickly when translated into their home language in comparison with that school language. The interactive learner-centred approach fails in these schools because the teachers are not proficient in the child's language resulting in less interaction in classes ultimately resulting in learning poorness. The reason for the disparity is the absence of pedagogy which does not give due regard to the culture of the students. Moreover, they do not have resources (like dictionaries) to enable them to understand the technical terms to ensure literacy retention. At this point, the child loses attention in the lesson and a gap is created in the learning process.

Excerpt 5.21: *“The child's mother tongue is ITM language, in school, they are taught in English. In a scenario like this, how can we expect the students to have literacy skills and knowledge? How will the child comprehend what the teacher is teaching?”* - RES32

పిల్లల mother tongue ఏమో tribal language, ఇక్కడ వారికి చెప్పేది english మరి వారికి ఎలా భాష జ్ఞానం

సరిగ్గా ఉంటుంది? teachers చెప్పింది ఎం అర్థం అవుతుంది? – RES32

Excerpt 5.22: “The language used at home is an everyday spoken language but the language in classes consists of technical language. Due to this, it becomes difficult for them to read and understand. Therefore, they lose the opportunities to study.” - RES34

ఇంట్లో భాష వాడుక భాష ఉంటుంది కానీ స్కూల్ లో వాడే భాష కఠినమైన పదాలతో కూడినది. అందుకే వారికి చదవడానికి మరియు అర్థం చేసుకోవడానికి కష్టం అవుతుంది. అందువల్ల వారికి అవకాశాలు తగ్గుతున్నాయి.
- RES34

5.6.1.2 Labelling and its Effects

Labelling of ITM girls probably happens at two levels i.e schools and homes and this has been pointed out as another reason for learning poorness in students. In schools, the girls are labelled in terms of their ability or potential in their education and termed as “disinterested”, “slow” or “difficult”. RES36 agrees that labelling and stereotyping happen in educational spaces and that it affects the learning opportunities of a child which can range from reduced motivation and cognitive development in children to learning procrastination and is leading to learning poorness.

Excerpt 5.23: “Labelling a girl that “she cannot study”, “she will never improve in her studies” - these kinds of terms demotivate the girls and they will start feeling that they really cannot study and achieve anything in their life. Instead, we have to realise their potential and encourage them towards their potential.” - RES36

ఒక అమ్మాయిని నువ్వు చదువుకోలేవు, ఎప్పటికీ బాగుపడవు, అనే మాటలు అనడం వల్ల ఆ అమ్మాయి mind లో ఒక రకమైన భావన ఏర్పడుతుంది- నేను చదవ లేనేమో, నేను సాధించలేనేమో అని. ఆలా కాకుండా ఆ పిల్లలో ఏ creative activity అయితే ఉందో దాని మనం గ్రహించి ఆ పిల్లల్ని encourage చేస్తూ చదివిపించుకోవాలి. - RES36

The excerpt 5.24 talks about classification between bright and dull students in terms of academics leads to learning poorness in girls. Classification can make dull students become reserved and withdraw from participating in the discussions or activities of a classroom. It can also lead to a child losing her self-confidence and motivation to study harder.

Excerpt 5.24: “Labelling students by teachers in the classroom is a big mistake. In our area,

teachers label the girls. The teacher's attention goes to those girls who study well. Using the words like, "you will anyway not do the homework" and "I know how much you study" will have an impact on the child's education." - EDUOFF39

తరగతి గదిలో ఉపాధ్యాయులు విద్యార్థులను లేబుల్ చేయడం పెద్ద తప్పు. మా ఏరియాలో టీచర్లు అమ్మాయిలకు లేబుల్ వేస్తారు. టీచర్ దృష్టి బాగా చదువుకునే అమ్మాయిలపైకి వెళ్తుంది. "వీమైనప్పటికీ మీరు హోంవర్క్ చేయరు" మరియు "నువ్వు ఎంత చదివావో నాకు తెలుసు" వంటి పదాలను ఉపయోగించడం పిల్లల చదువుపై ప్రభావం చూపుతుంది. - EDUOFF39

In homes, girls are labelled as *marriage material*, capable of doing only house chores, and they are not fit for studying which is why parents do not send the girls to school resulting in learning poorness. Often girls are labelled by society members with respect to their character and their behaviour with boys in schools or neighbourhoods. Girls studying in co-education schools are being joined in KGBV schools because of the apprehension of labelling girls' character from community members. Even though girls do not have such thoughts they are compelled to study in these schools staying away from their parents thereby not respecting their views. When a child is not interested that affects her participation in class, performance in exams and classroom interaction with the teacher.

Excerpt 5.25: "Girls who are studying in co-education are being joined in KGBV because they might have affairs with boys when they are outside. Actually, there are no such thoughts in the children, but the parents are joining the children here with the fear of its likelihood and a fear of what society will say. Such views are openly expressed by girls and they might be intimidated by it also. But I think this too is a way of labelling of girls." - RESSO35

కో-ఎడ్యుకేషన్లో చదువుతున్న బాలికలు బయట ఉన్నప్పుడు అబ్బాయిలతో సంబంధాలు పెట్టుకునే అవకాశం ఉన్నందున వారిని కేజీబీవీలో చేర్చుకుంటున్నారు. పిల్లల్లో అలాంటి ఆలోచనలు ఉండవు కానీ.. దాని అవకాశం ఉంటుందన్న భయం, సమాజం ఏం చెబుతుందోనన్న భయంతో తల్లిదండ్రులు ఇక్కడి పిల్లలను చేరదీస్తున్నారు. అలాంటి అభిప్రాయాలు అమ్మాయిలతో బహిరంగంగా వ్యక్తీకరించబడతాయి మరియు వారు కూడా దానితో భయపడవచ్చు. కానీ ఇది కూడా లేబులింగ్ అని నేను అనుకుంటున్నాను. - RESSO35

5.6.2 Concerns Emanating from Teacher Conditions

5.6.2.1 Inadequate Teacher Training and its Effects

The most common concern in teacher conditions across all schools is that appropriate teacher training is not provided especially with respect to the needs of ITM girls. An adequately trained teacher would have more skills and techniques to be applied for better academic achievements of learners. The teachers do not have appropriate knowledge with regard to the ITM girl's culture in order to produce students' interest in a particular subject. RES34 states teachers are unaware of the majority of the training methods because of this they are unable to interact with students and teach efficiently resulting in learning poorness. Further, the teacher expresses that there is a dire necessity for compulsory training for teachers so that they can create a conducive learning environment, curriculum development and implementation according to the tribal child's needs.

Excerpt 5.26: *"We teachers do not know much about training. We know very little. Compulsory training is essential at present so that we can learn and implement."* - RES34

టీచర్స్ కి ట్రైనింగ్ గురుంచి తెలియనదే ఎక్కువ ఉంది. తెలిసింది చాలా తక్కువ ఉంది. మాకు తెలియని తెలుసుకోవడం కోసం compulsory training చాలా అవసరం. మేము తెలుసుకుని, వినియోగించుకుని అది మేము పిల్లల దగ్గర ప్రదర్శిస్తాము. - RES34

Excerpt 5.27 highlights that the B. Ed courses learnt by teachers are not helpful in KGBV schools because the environment of KGBV schools is completely different compared to a usual school. The girls in these schools come from disadvantaged backgrounds and special attention needs to be given to them. In such cases, the teachers must have special training to deal with KGBV girls. The theory learnt in B.Ed is not being implemented and teachers are facing difficulties. Since teachers are unable to implement their training course appropriately, there is learning poorness in children.

Excerpt 5.27: *"When we study B.Ed, we learn it with a concept as to how and what to teach children. But when it comes to KGBV schools it is quite the opposite. The course learnt in B.Ed. is only limited to books, it becomes a problem when it comes to implementation."* -RESSO35

టీచర్స్ B.Ed చేసేటప్పుడు, ఒక రకమైన concept తో చేస్తాము. పిల్లలకి ఎలా చెప్పాలి అన్న విషయాలు

తెలుసుకుంటాము. కానీ KGBV స్కూల్స్ కి వచ్చేసరికి quite opposite ఉంటుంది. B.Ed. లో నేర్చుకున్నవి books కి మాత్రమే పరిమితము అయినవి implementation కి వచ్చేసరికి problem అవుతుంది. - RESSO35

5.6.2.2 Absence of Multilingual Strategies

Since teachers do not know the language of the ITM girls and no training is provided to enable multilingual strategies, peer-translanguaging takes place in the classrooms. Teachers take the help of peers and make them understand the subject. In this process of translanguaging teacher will not have an assurance whether the concept has been delivered accurately by the peers because the teacher would not know the ITM language. Since the girl's mother tongue and culture are different teachers are struggling to implement the curriculum resulting in children becoming disinterested in classrooms, struggling to understand the lesson, and having literacy gaps in learning hence leading to learning poorness.

Excerpt 5.28: “The teachers here have received training related to the English language but did not receive any training related to the ITM child's language. We neither know anything about their culture nor their language, therefore it becomes difficult for us to engage in the classrooms.” - RES32

ఇక్కడ ఉన్న టీచర్స్ కి english కి సంబంధించిన training ఇచ్చారు గాని, ITM పిల్లలకి సంబంధించిన training ఇవ్వలేదు. వారి మాతృభాష మరియు culture different గ ఉంటాయి. అవి మాకు తెలియదు అందుకని ఇబ్బంది అవుతుంది పిల్లలకి teach చెయ్యడానికి. - RES32

Excerpt 5.29: “In ITM schools, since HL and SL are different- teachers are facing difficulties in transacting the curriculum. On one hand, a learning gap is being created because teachers do not know the language of the child. On the other hand, the girls are facing difficulties understanding the lessons in a language which they are not familiar with.” - EDUOFF41

ITM స్కూల్ లో అయితే HL and SL వల్లా ఇబ్బంది అవుతుంది. టీచర్స్ కి పిల్లల language రాక gap ఏర్పడుతుంది. టీచర్స్ కి పిల్లల language రాకపోవడం వలన పిల్లలు ఇబ్బంది పడతారు పాఠాన్ని అర్థం చేసుకోవడానికి. - EDUOFF41

5.6.3 Concerns Emanating from Teaching Conditions

5.6.3.1 Absence of Efficient ECCE Institutions Affect Primary Level Learning Causing Learning Disadvantages at the Later Stages.

The teachers pointed out that the ITM areas in this State do not have efficiently functioning Early Childhood Care Education (ECCE) institutions because of which learning poorness exists in KGBV girls. Early childhood i.e. 3-4 yrs of age is the crucial stage of a child where cognitive skills and motivation are developed. EDUOFF39 states that early childhood care and education is compromised, since other familial requirements become more important. Reluctance to send is one version. Threats and use of abusive language is common as well. He further explains that there could be other consequences such as reduced motivation and thus engagement in school activities; reduced progress in literacy acquisition; reduced readiness for consecutive classes; widening learning gaps; reduced inclination to catch up the learning gap and so on among the KGBV girls. Another RES33 states that there is a link between early childhood care and learning poverty. If early childhood care and education are not enabling the dropout rate increases, child's participation and achievement in school decrease leading to learning poorness.

Excerpt 5.30: “Most of the parents do not send their girl child to school because if they go to school, working at home and taking care of other tasks at home would be a problem. Therefore, their chances are reduced. When we ask parents to educate their girl child they fire on us, they get angry at us and come to beat us.” - EDUOFF39.

ఆడపిల్లలు చదువుకుంటే, వాలు ఎక్కడ దూర ప్రదేశాలకు వెళ్లాల్సి వస్తుంది, రక పోకలకు ఇబ్బంది అవుతుంది అని ఆడపిల్లల్ని ఎక్కువ శాతం చదివిపించారు. అందుకనే వారికి అవకాశాలు తగ్గుతాయి. చదివించండి అని మేము పేరెంట్స్ కి చెప్తే ఒకసారి మా మీద ఫైర్ అవుతూ ఉంటారు కోపగించుకుంటారు కొట్టడానికి వస్తారు. - EDUOFF39

Excerpt 5.31: “The Early Childhood care Institutions are not functioning efficiently. I believe there is a connection between early childhood care and learning poorness. In these areas, most of the people migrate, otherwise the tribals who do agriculture leave early in the morning as a family. And they need someone to take care of them at home until they come home. Therefore, the education of girls is compromised.” - RES33

మా పరిసరాలలో శిశు సంరక్షణ కేంద్రాలు ఉన్నాయి కానీ సరైన బాధ్యతలు తీసుకోవడం లేదు అని

అనుకుంటున్నాను. శిశు సంరక్షణ మరియు learning poorness కి connection ఉంది అని అని మాత్రం బాగా తెలుసు. ఈ ప్రాంతాల్లో ఎక్కువ శాతం వలస వెళ్లిపోతూ ఉంటారు లోకపోతే గిరిజనులు వ్యవసాయం చేసుకునే వాళ్ళు తెల్లవారుజామున సకుటుంబంగా వెళ్లిపోతారు. మరి వీళ్ళు తెల్లవారి జాము నుంచి ఇంటికి వచ్చేదాకా ఇంట్లో ఒకళ్ళు చూసుకునే వాళ్ళు కావాలి... అందుచేత ఆడపిల్లల చదువు బలౌతుంది. - RES33

5.7. Why don't the Girls at KGBV have Equal Learning Opportunities?

In order to respond to this question we refer to the data that we collected through Q sorting. This part presents reasons as cited by the teachers, the teacher educators and educational officers as to why equal learning opportunities are rare to come by for the ITM girls in the ITM district of Srikakulam and thus the possibilities of Equal Educational Opportunities too are difficult to realise. All the respondents in their interviews of the district clearly and unanimously mentioned that both equal educational opportunities, as well as equal learning opportunities, are a near impossibilities for these girls and they cite three categories of reasons.

5.7.1. Policy-related Reasons

5.7.1.1 Medium of Instruction Rigidity in Secondary Classes

The Medium of instruction in KGBV schools has been cited as a major concern by many teachers. KGBVs run English medium schools. The teachers acknowledged the problem faced by them in transacting the subject in a language that girls cannot understand. EDUOFF40 pointed out that there are no methods/strategies to teach children in their own language/mother-tongue since the language of the girls is different from that of school language. This official stated that they are being able to provide equal educational opportunities but are failing to provide equal learning opportunities to the girls in KGBV only because of the MoI concerns. Adding further the concerns regarding the absence of policy reforms in this direction of inclusive education to eradicate this problem.

Excerpt 5.32: “Since the language of the girls in this school is different, there must be policy design where teachers can teach them in their language. We are bringing the girls to school to study but unable to create a conducive learning environment in classrooms. There is no policy regarding this issue in inclusive education also.” - EDUOFF40

ఈ స్కూల్ లో ఉన్న పిల్లల భాష వేరు. వారి భాష లోకి పూర్తిగా వెళ్లి చెప్పే పద్ధతి ఉండాలి. పిల్లల్ని స్కూల్ వరకు తీసుకువస్తున్నాము కానీ అదే పిల్లలు క్లాస్రూమ్ వరకు తీసుకుని రాలేకపోతున్నాము, ఆ సమస్య గురుంచి కూడా inclusive ఎడ్యుకేషన్ లో ఎటువంటి policies లేవు. - EDUOFF40

5.7.2. Parents-related Reasons

5.7.2.1 Low Education Level of Parents and its Effects

The most common reason for girls not having ELO is the absence of parental impetus to their educational progress. Since, parents are not well educated they are not aware of the importance/value of education which is why they do not encourage their girls to study. Parent's high level of education helps in creating better opportunities for a child because then the parents will think of better opportunities for their child's education and will guide them in choosing career opportunities. Lack of awareness in parents regarding reinforcing learning is leading to learning poorness in children. They recognise girls only as someone who can help in house chores, farm work, caretaker of siblings rather than someone who can study and achieve success. Excerpt 5.33 tells us that the parent's awareness on educational opportunities impacts a child's education in absentia leads to lack of passion in studies among the girls resulting in learning poorness.

Excerpt 5.33: "Parents are not well educated so they cannot motivate their children. When parents themselves do not know the importance of education then how will they motivate their child? Parents always think that girls have to help in the house chores, girls should go to field work with them but they do not think about the education of the girls." -EDUOFF39

పేరెంట్స్ ఎక్కువగా చదువుకుని ఉండరు కాబట్టి వారు పిల్లల్ని మోటివేట్ చెయ్యలేరు. చదువు అనేది పిల్లలకి చాలా ఇంపార్టెంట్ అని పేరెంట్స్ కె తేలినప్పుడు వారు పిల్లని ఎలా మోటివేట్ చేస్తారు. పేరెంట్స్ ఎప్పుడు పిల్లలు ఇంట్లో help చెయ్యాలి, వారు పనికి వెళ్ళితే పిల్లలు కూడా వారితో రావాలి అనే ఆలోచన తో ఉంటారు కానీ పిల్లల చదువు పట్ల ఎలాంటి ఇంటరెస్ట్ ఉండదు. - EDUOFF39

5.7.2.2 Gender-Preferential Treatment and Genderisation is Endemic

Another strong reason that is articulated is the 'preferential treatment for the male child AT THE COST OF THE GIRL CHILD. Genderization, i.e. the socio-structural construction of the roles that the sexes ought to adhere to, is voiced most often wrt the girl child. Hence a male child

would be better placed for his role if he were to study and hence is preferred. The girl child is then expected to contribute her share to the realisation of this goal. Several girls have pointed out that their ‘male siblings’ departure to school post-holidays is prioritised in terms of the economics of logistics, and in terms of study during holidays. RES34 points out how they were threatened when they attempted to convince a girl child to be sent to school. Why? RES40 explains it could be because of parental educational levels (which need to be intervened) and the need to educate the girl child for herself rather than for ‘others’.

Excerpt 5.34: “Girls have skills and aspirations. But, they are not motivated by their parents to study. Girls always think less of themselves compared to boys since parents give more importance to their boy child, and girls feel that they cannot study or succeed in their careers. Therefore, girls do not get equal learning opportunities.” - RES34

ఆడపిల్లల్లో భాష జ్ఞానం ఉంది. కానీ మగా పిల్లల్లో చూసుకుంటే ఆడపిల్లలు మేము ఏమి సాధించలేము, మమ్మల్ని ఎప్పుడు మా పేరెంట్స్ బయటకీ తీసుకుని వెళ్ళారు. పేరెంట్స్ నుంచి మగా పిల్లలికీ ఎక్కువ గుర్తింపు ఇవ్వడం వల్లా ఈ ఆడపిల్లలు మేము ఏమి చేయలేము, చదువుకోలేము అనే ఆలోచన తో వీరు వెనకబడుతున్నారు చదువులో. - RES34

Excerpt 5.35: “As soon as a girl is born, the first thought that comes to parents is that they do not want the girl child, it is of no use to educate them because they are to go away anyway. They have thoughts such as If a boy is born, he will be with his parents until they die, if it is a girl she will marry someone and leave us anyways. The reason for such thoughts of parents is their low level of education and they do not understand the importance of education.” - RES40

ఆడపిల్ల పుట్టినవెంటనే Parentsకి first mind లోకి వచ్చేది వీలు వద్దు మనకీ, వీరిని చదివించిన ఏమి చేసిన వీరు పనికిరారు, అబ్బాయి అయితే పేరెంట్స్ చనిపోయే అంత వరకు తోడు ఉంటాడు అమ్మాయి పెళ్లి అయితే మానాన్ని చూసుకోడు అనే ఆలోచనతో ఉంటారు తల్లితండ్రులు. తల్లితండ్రుల ఇలాంటి ఆలోచనలకి కారణం వారి తక్కువ చదువు మరియు వారికి చదువు యొక్క ప్రాముఖ్యత తేలికపోవడం. - RES40

Further it was rationalised that a gendered view of the woman at home is the norm or her contribution is to the houses she occupies. This would be the patterned behaviour that would have to be followed. The school thus is an interim arrangement.

Excerpt 5.36: “Parents always think that why should a girl child need to be educated? They think a girl child should stay at home and do house chores, afterwards anyways she will marry and go to someone else’s home so what is the need to make them study? Therefore, girls lose

their learning opportunities...not for boys though.” - RES36

ఆడపిల్లకి చదువు ఎందుకు, ఆడపిల్ల ఇంట్లో ఉంటుంది కదా , ఇంటి పనులు చేసుకుంటూ ఉంటుంది కదా, ఎప్పటికైనా వేరే ఇంటికి వెళ్లసిందే కదా అంటే అప్పుడు మనం ఎందుకు చదివించడం అనే ఆలోచనతో ఉంటారు పేరెంట్స్. అందుకని ఆడపిల్లలకు చదువుకునే అవకాశాలు తగ్గుతున్నాయి ...not for boys though.
- RES36

Excerpt 5.37 shows that parents on the other hand pointed out that they want their daughters to excel but neither the awareness of how to enable their daughters' competitive possibilities nor the economic means to enable their prospects were not in their hands. What we noted during the fieldwork is the parental helplessness to progressively help their daughters aspire for higher education. They have expressed their inability/helplessness to manipulate and navigate the systemic privilege that happens in the name of 'merit' i.e. strategic ways to navigate the gate-keeping exercises of the national/state level entrance examinations.

Excerpt 5.37: We also want to give our girl child a good education but we are unaware firstly, as to how to approach the right direction and secondly, we do not have the money either. Considering our situation, the number of schools should be expanded, establish degree-granting institutions, and create jobs just for us.

మాకు కూడా మా అమ్మాయిని బాగా చదివించాలని ఉంటుందమ్మా కానీ చదివించాలంటే ఒకటి అది ఎట్లా చేయాలో తెలవదు దానికి కావాల్సినంత మూటలు మా దగ్గరక్కారీ. దీని గురించి ఆలోచించి మా ఆడపిల్లల కోసం ఇంకా స్కూల్లో పెంచాలి డిగ్రీ కాలేజీలు పెట్టాను ఉద్యోగ అవకాశాలు కూడా మాకు ప్రత్యేకంగా కల్పించగలిగితే బానే ఉంటుంది

5.7.3. Pupil-related Reasons

The home environment and cultural background, the community's impact on their thoughts, and their lack of interest in studying are just a few of the variables that can affect how well the pedagogic intervention is received. EDUOFF41 expresses that the environmental surroundings may affect the learning process of the girl child. Girls will naturally be interested in studying if their home setting fosters a learning environment. As the girls' homes are not learner-friendly environments, they do not concentrate in class or work diligently, which results in learning

poorness. Since they will get married after completing the 10th class, EDUOFF40 notes that they only go to school for the sake of going.

Excerpt 5.38: “The girls studying here think that, after completing 10th class they will anyways get married even if they get more marks, so what is the use of studying. With these thoughts few girls do not study properly.” - EDUOFF40

ఇక్కడ ఉన్న పిల్లలు ఎలా ఆలోచిస్తారు అంటే, 10th class అయినా వెంటనే ఎక్కువ marks తెచ్చుకున్నాకు పెళ్లి చేసేస్తారు అంటే అప్పుడు చదువుకుని ఏమి ఉపయోగం అని కొంత మంది సరిగ్గా చదువుకోరు.
- EDUOFF40

Excerpt 5.39: “Few girls do not concentrate in their studies, even though motivation is given to them by giving them live examples, they do not pay any attention in the lesson. We are not understanding how to bring the learning sensitivity in the girls studying in these schools.” - RESSO35

కొంత మంది పిల్లలు ఎక్కువ concentration పెట్టారు చదువులో. motivation కోసం inspirational persons గురించి చెప్పిన కొంత మంది పిల్లలు అసలు పఠించుకోరు. పిల్లలో పట్టుదల లేదు. పిల్లల్లో చదువుపట్ల sensitivity అనేది ఎలా తీసుకునిరావాలో అర్థమవట్లేదు. RESSO35

Further, through excerpts 5.38 and 5.39, it is stated that the girls simply do not pay attention to the lesson, regardless of how hard the teachers try to inspire them by using examples of great personalities for motivation or to create more engaging learning. They lack any commitment to their academics or education. Why is this as such? We found no response for this question either from the teachers (who believe they are doing their best) and from educational officers (who believe they too are doing their best to ‘create educational opportunities’). Probably the answer lies elsewhere- the ITM girls themselves. We asked them specifically why/why not they find the school interesting and whether they actively participate in school? Here is what was found in several candid responses from girls of class 8 (and 10 who out of curiosity joined the FGDs).

Excerpt 5.40: After joining school, I realised that I can become something ...teacher, nurse....but thats all. I want to study engineering. I see so many engineers come but I cannot become like them. there is no chance. money is one, but studying in that area is another one. In our school we don't have a Maths group ...to study I have to go to Srikakulam or another

place. They won't send. So I have to study what is there or go home.- Student KGBV-SPT

Excerpt 5:41: Sending us far away is difficult for our parents. money and transport and safety and maybe other reasons. They will not send us away. We don't have a Junior college that can prepare for entrance also. With MPCH what exams can I write ? We don't have teachers as well now-Student of Class XI.- Student KGBV-SPT.

Excerpt 5.42: The decision to offer which set of courses comes from above and accordingly the recruitment schedule as well. We don't decide on it. We follow the instruction from the 'State' at the district. We execute the instruction and forward it to the State office, where they will do the decision making and issue orders. EDUOFF38

Research in school engagement studies, highlight the 'cognitive engagement' of the child in school, class, class activities, post class persuasion of educational interests as key variables that can impact task completion and school completion. Cognitive engagement is often understood along variables that are measured in scales and are not restricted to 'interest, focus, motivation, perseverance, effort ...etc (Applebee et al...). The series of excerpts point to the fact that the nature of availability of choice and chances for exercising the choice are not even and this we believe could compromise the nature of opportunities that come by an ITM child. Quite early in 1980's Oneil pointed out that 'equal' was bound to be compromised if it was recurrent that either early exit or despite schooling there was no significant difference in the nature of life/life possibilities, educational opportunity would be as such redundant.

Based on the excerpts 5.38 to 5.41, it looks like we have an answer to why the ITM girls seem disinterested in general? While excerpt 5.40 and 5.41 point out that the girls want the chance to build a capability so that they could have a choice through their educational opportunity, excerpt 5.42 points that availability of choices/chances is then restricted. It's a take it or leave it opportunity based on a preconceived deficit logic (though not articulated as such). Critical educationists such as Kanche Ilaiah point out how educational opportunities and the construction of hierarchies and inequalities perpetuate through decisions taken in this space. While one might want to read this section deleting the intersectional experience that the ITM girls are pointing

out, how can one not notice the denial of ‘fair opportunities’ and the ‘difference-blind’ approach mediated by convenience rather than the inclination to create genuine opportunities.

Conclusion

This chapter presented the analysis of the data collected from the 2 KGBV schools of Srikakulam (Andhra Pradesh) with respect to the four research questions that we had constructed. We find that assessment of well-being based on spaces and factors has been an enlightening one in capturing the relative nature of how wellness is perceived and lived through experience of the school and schooling. The deliberate choice of picking a rural KGBV with ITM girls and a ‘hill-forest’ area KGBV school with ITM girls has been deliberate and enlightening, especially in realising how the nature of opportunity creation for furthering educational opportunity (note the availability of STEM and Commerce options for Plain area/rural/ru-urban areas and ONLY Multi Purpose Community Health for ITM girls).

Learning poorness is evidenced across the different test measures. Attention is drawn to the fact that not only are scores low on the grade-appropriate test levels but also on the tests of lower grade-levels. Teachers in these contexts are definitely conscious of the existence of learner poorness and have logicised why they think learning poorness exists. Consequently, they recognise that the construct of ‘Equal Educational Opportunity’ may not be realised as such for the ITM girls unless the construct of Equal Learning Opportunities is not factored in despite all its messiness (refer to Chapter 2, discussion on the paradox of ‘equal opportunity’ and learning curve). Different stakeholders then present different sets of ‘causative factors’ as to why ITM girls do not have as intense and as many opportunities as they ought to have for realising their educational rights.

CHAPTER 6

Learning Poorness, Learning Poverty and Equal Educational Opportunity as Enabling Equal Learning Opportunity: The Case of ITM Girls in KGBV Schools of Kondagaon and Bastar, Chhattisgarh

6.1 Introduction

KGBV School is an exclusive space designed with specific objectives for the girl child in general. In order to assess the educational context of an ITM girl's educational experience in KGBV school, we adopt Edward Soja's *Third Space* theory. Soja sees any 'space' as socially produced, and hence the space serves as a tool for thought, action, control, and dominance. He argues that the first space is the manipulable, concrete, objective, and measurable aspects of a space. So starting from hard infrastructure to soft infrastructure to other physical aspects, all are a part of this space. The second space is an imagined possibility within the physicality of the first space. So what kinds of interventions can be designed in the space that constitute the second space. So discourses of planning can revolve around specific problems and interventions: problems such as dropout concerns, educational achievement, girl child education possibilities, and enhancing the educational development of the girl, the community, and the region as a way to address the backwardness of the area. The third space is actually the lived space. This is the

space where the first space and the imagined second space blend to create a subjectively lived third space. This is the space where we know whether the *imagined aspirations* of the policy-maker/planners have actually materialised into reality and realistic expectations for the girls.

Following this theoretical schema, this chapter will engage primarily with the lived spatial realities of the ITM girls of KGBV. Hence, we first present the concrete and measurable aspects of the school, followed by girls' experiences, both of well-being and education, in the school.

6.2 The Locational Specificities of the School

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
Strength of the School	All schools from 6 th to 10 th	200*	200	200	200	Type III- KGBV Bade Moratpal and KGBV Kondagaon (Class 6-12) 200 seats approved; Type I- KGBV Bastanar (Class 6-8) for which 100 seats have been approve with 100 9-10 approved. Type III: KGBV BadeRajpur conforms to Type III (Class 6 -12). However, all the KGBVs are overbooked and exceed the prescribed strength.
Academic Space	School Building Type (Storeyed)	2 Storeyed (G+1)	2 Storeyed (G+1)	2 Storeyed (G+1)	2 Storeyed (G+1)	Closed Building with Compound Wall and Gate Top floor used for residential

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
						purposes, Ground floor rooms are reserved for academic and administrative purposes.
	Classrooms	5	5	8	8	One classroom in KGBV Kondagaon was not in use due to a dilapidated state, and hence all Class 6 students had classes in their dormitory.. There are no content-specific classrooms but grade-specific classrooms in all schools, as opposed to the guidelines.
	Furniture for Students in classroom (Furniture includes Desks/Tables, Chairs, Bookshelves, Cabinets,	Yes	Yes	Yes*	Yes*	*Do not have adequate furniture for students' seating. In KGBV Bade Rajpur (Class 6 & 7) and Kondegaon (Class 6) , the children were seated on the floor

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	Whiteboards/Chalkboards, Bulletin Boards, Waste Bins)					
	Furniture for Teachers (Chairs and Tables)	Yes	Yes	Yes	Yes	Basic furniture available but does not prioritise comfort, durability, and functionality to support the needs of teachers in their work. Tables do not have storage, chairs-desks not ergonomic
	Sitting Capacity of School (approx.)	100*+100**	100*+100**	100*+100**	100*+100**	*All classes are over subscribed ** 100 Class 9 and 10
	Ventilation	Properly Ventilated	Properly Ventilated	Properly Ventilated	Properly Ventilated	Adequate and Natural Ventilation
	Laboratories and Special Subject Rooms	Available and Functional	NOT AVAILABL E	NOT AVAILABL E	NOT AVAILABL E	Teachers use YouTube to show experiments
	Learning Materials such as charts,	Yes*	Yes*	Yes*	Yes*	*Supplied by the State Replicas of concepts from textbooks

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	posters used in classrooms					made by the students as projects
	Computer aided learning	Available* but NOT TAUGHT	Available but NOT TAUGHT	Available but NOT TAUGHT	Available but NOT TAUGHT	*Computers available, but not functional
	Library (Room for Reading +Librarian + Books)	Books available but NO reading period or librarian*	Books not available	Books available but NO reading period or librarian*	Books available but NO reading period or librarian*	*Books are dumped in a corner with not graded reading support or teacher responsibility
	S.O. Room	Yes	Yes	Yes	Yes	While there is a designated office in the KGBV premises for SO, we observed the absence of any separate living space for SO (or for any staff) within the hostel
	*11 kilometres from Jagdalpur and 3.2 kilometres from the	Yes	Yes	Yes	Yes	Except KGBV Bade Rajpur and Tokapal, none of the schools have had a separate staffroom. The staff

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	nearest highway, with no readily available public transportation except personal vehicles or hired autos.*11 kilometres from Jagdalpur and 3.2 kilometres from the nearest highway, with no readily available public transportation except personal vehicles or hired autos.Staffroom					shares a seating space with the SO or uses a make-shift arrangement in the premises
	School Hall	Yes*	Yes*	Yes*	Yes*	Used for meetings, celebrations There are centrally located courtyards

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
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						which are used for various purposes. Other than that, bigger classrooms are used interchangeably.
	Textbooks (TB) and Notebooks (NB) Supplied by State	TB-Yes NB-yes**	TB-Yes NB-yes**	TB-Yes NB-yes**	TB-Yes NB-yes**	Sufficiently provided by the state. A total sum of Rs.1000 per student is allocated for stationery and educational materials
	Number of Teachers and Teacher-Pupil ratio	4+1 1:50	2+1 1:100 (1 Tutor)	3+1 1:67 (3 Tutors)	4+1 1:50 (2 Tutors)	NEP-2020 mandates pupil-teacher ratio (PTR) to be 30:1. Tutors might help in the teaching load and evening reading sessions but we have not counted them as teachers. The warden or superintendent of a KGBV would not typically be included in the calculation of the pupil-teacher ratio.
	School Staffed According to the Implementation Guidelines of KGBV	NO* Cleaners, sanitation Workers are not recruited	NO* Cleaners, sanitation Workers are not recruited	NO* Cleaners, sanitation Workers are not recruited	NO* Cleaners, sanitation Workers are not recruited	KGBV guidelines require teachers, principal, warden, non-teaching staff such as accounts, computer operator, Cleaners, sanitation workers, cooks (1 head and 2 assistants)

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		hence children clean	hence children clean	hence children clean	hence children clean	and watchman, chowkidar, peon. Understaffing was a recurring issue across all KGBVs which increased the workload multifold for all staff members and especially teaching staff.
	School Boundary** Wall	Yes	Yes	Yes	Yes	** Children highlight the wall as the reason for feeling safe.
	Electricity Connection	Yes	Yes	Yes	Yes	Solar power available
	Safe Drinking Water (Working RO/Purifier)	RO system available	RO system available	*RO system available	**RO system available	*In Vishrampuri, boiled water is available for children, because of its high-iron and mineral content. **In Bastanar similarly, children drink water from borewells
	MoI	Hindi medium	Hindi medium	Hindi medium	Hindi medium	As per state language policy
	Language Concordant or Language	Language Discordant Pedagogy *	Language Discordant Pedagogy *	Language Discordant Pedagogy *	Language Discordant Pedagogy *	*Different school and home language * Very few teachers speak the

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	Discordant Pedagogy					children's language. All children speak languages like Halbi/Gondi/Chhattisgarhi/
	Community Interaction present in Academic Space.	NO*	NO*	NO*	NO*	Members of the community are not. SMCs are in place
	Special Educator** (Available)	No	No	No	No	** Every class has at least one child with dysgraphia and learning difficulty. Special Educators or MSEs were not a part of the school/system.
	Teacher Trained to Identify Special Education Needs*	No	No	No	No	*girls with low literacy progress could be mistaken as affected by developmental disorders or as dysgraphic.
	Classroom Separate From Residential Spaces	Yes	Yes	Yes	Yes*	*In Kondagaon, Class 6 students were using their dormitory as classroom
Residential Space	Building Type	2 storeyed	2 storeyed*	2 storeyed	2 storeyed	Top floor used as dormitory and comprises beds and beddings used on a shared basis.

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						*KGBV Bastanar does not have a building of its own, it is a make-shift arrangement by RMSA. We do not know if this shift is because of any conflict, In this region several schools have been affected by the presence of both government forces and Maoist rebels
	Cupboards	No*	No*	No*	No*	Children keep their luggage in a trunk box under their beds. The trunks are to be bought by the students
	Ventilation	Yes	Yes	Yes	Yes	Well ventilated with wide windows
	Furniture (Beds, Mattresses)	Yes	Yes	Yes	Yes	Bedding is provided by the school. Includes mattress, bedsheets, pillow, pillow covers, mosquito net, and a blanket
	Washrooms (Toilets and Washing Spaces) and Toilet	15 Toilets 1:14.7	10 Toilets 1:22	1:14.7	1:18.3	In India, recommends a minimum of 1:15 for females in educational institutions;

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	Usage Ratio					Swachh Vidyalaya guidelines recommend a toilet usage ratio 1:25 in upper primary and secondary schools.
	Septic Tank Any Open Tanks, Sewers, Septic Tanks	Yes	Yes	Yes	Yes	Constructed, Used, Covered and Maintained so reduced possibility of health and safety concerns due to open sewers. Nullahs (small open drains) in all schools
	Dormitory Protected against Mosquitoes, and Other such Harmful Pests-Insects	Yes	Yes	Yes	Yes	Medicated mosquito nets are supplied given that this area is Type II malarial infestation. In some schools, the windows are fitted with mosquito nets.
	Sufficient Water Supply (Hot Water Supply also)	Yes	Yes	Yes	Yes	Ground water as well as potable treated water is available Water boiled on firewood during

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						winters
	Fire Extinguishing Equipment	Yes*	Yes*	Yes*	Yes*	*no one knows how to use the equipment; no fire emergency awareness is conducted; equipment is fixed in the wrong location.
	Menstrual and Other Utilities Provided by School	Yes*	Yes*	Yes*	Yes*	*Livelihood college @ Dantewada produces sanitary pads which are distributed to the government schools. Manual Incinerators
	The Food is Cooked According to the Menu	No*	No*	No*	No*	*Menu is not followed. Menu is substituted as per availability of seasonal vegetables
	Display of Nutritious Values of Food	No	No	No	No	No specific requirement to display this information. Nothing in the state implementation guidelines about dietary needs
	Dining Hall (Available) and	No*	No*	No*	No*	*children eat in the spaces near the kitchen/corridors/

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
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	Functional)					verandahs
	Kitchen (Available and Fit with Safety)	Yes; but not safe*	Yes; but not safe*	Yes; but not safe*	Yes; but not safe*	*Fire safety equipment not placed in the kitchen; Kitchen outside and away from the school building
	Medical Checkups (Body, Dental)	Yes*	Yes*	Yes*	Yes*	*body checks happen; NO DENTAL CHECK UPS
	Health Officer/ANMs Available on Premises	No*	No*	No**	No**	*ANM is not available; only first aid is available and school is located far from PHC. **school proximate to hospital.
	Mental Health Counsellor on Call (Available)	No*	No*	No*	No*	*all teachers felt this was a necessary requirement as per NCF.
	Teachers trained to handle mental health concerns of	No*	No*	No*	No*	*in-service-training focused on menstrual health. teachers felt the need for this training.

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
	children					
Recreational Space	Playground (Available)	No	No	Yes	Yes	The space for playgrounds does not feature sufficiently in the design and construction of KGBVs. They are more of a retrofit because students play in the school forecourt and in schools like KGBV Bade Rajpur and Moratpal, children go to play in adjacent playgrounds, outside the campus
	Dedicated Period only for Games	No*	No*	No*	No*	*Games and sports are NOT scheduled in the 9 to 4 time table. After school 4:00 to 5:00 is open for games and other activities.
	Dedicated Sports Training	No*	No*	No*	No*	*Despite girls representing the districts in district meets, distinct coaching for athletics, kabaddi etc is not available.

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
	Sports Equipment (Available)	No	No	No	No	*dedicated sports and games teachers and equipment is what the students asked for during our field visits across the states. Not enough for everyone to play. For example, they have take turns every 10 minutes to play badminton
	Sports Coach (Available)	No	No	No	No	*dedicated sports and games teachers and equipment is what the students asked for during our field visits across the states.
Community Space	Community Food Cooked	No*	No*	No*	No*	*major reason for unhappiness in the school space. Baasta-Aamat and some local vegetables are cooked
	Celebration of Community Festivals	No*	No*	No*	No*	*reason for extended holidays and missing classes are list here Hareli, Aamus, Dihaari, Goncha, Madai, Pola

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
	School Calendar Accommodates Community Needs/Meets/Festivals	No*	No*	No*	No*	*None of the community festivals are accommodated in the school holidays. Often SO declares them as local holidays. Warden can declare holidays for two occasions, not more than 2 days each, as per her discretion.
	Community a part of the school ecology	No*	No*	No*	No*	*Neither the school's linguistic landscape nor the curricular activities invite the community members.
	Amenities for Community Members when Visiting	None*	None*	None*	None*	# There are no visitation guidelines as such. BUT SCHOOLS CREATE ONE. *Parents have to wait outside the gates to meet their wards on weekdays. Either 3 rd Sunday or 4 th

Heads	Sub-Heads	School 1	School 2	School 3	School 4	Researchers Observation
Location		Tokapal* Block, Bastar, Chhattisgarh	Bastanaar Block ** Bastar, Chh attisgarh	Baderajpur* **, Kondegaon, Chhattisgarh	Kondagaon* ***, Kondegaon, Chhattisgarh	*11km from Jagdalpur and 3.2 km from the nearest highway with no readily available public transportation on this route except personal vehicles or engaged autos. **60 km from Jagdalpur and 50m from the nearest highway. ***57 km from Kondegaon and 25 km from the nearest highway from Keshkal. **** 72 km from Jagdalpur and 1km from the nearest highway.
						Sunday is allotted for visiting children.

6.3 Are the Girls ‘Well’ in School?

At the core of a student's experience in school is their well-being, which encompasses various aspects such as academic performance, social connections, and cultural involvement. A focus on well-being can lead to a range of positive outcomes, including increased motivation, reduced disciplinary issues, and a more enjoyable school experience. This underscores the importance of prioritising student well-being, as it not only benefits individuals but also communities and nations at large (Bücker et al., 2018).

a. Participants

The tool was given to N=98 8th graders from four KGBV schools in the Indian state of Chhattisgarh. These schools were Bade Moratpal, Bastanar, Bade Rajpur (Vishrampur), and Kondegaon. The respondents' ages ranged from 13 to 15 and were speakers of Gondi, Halbi, Chhattisgarhi, Hindi. The well-being questionnaire was administered only to Class 8 students and not to Class 6 and 7 students because we believe that Class 8 students, having spent more than two years in school, are better accustomed to the school environment and practices and are therefore better equipped to comprehend and respond to the questionnaire's questions. On the other hand, Class 6 students who had just started school when this test was given might not have been able to understand the questions. Hence, a convenient sampling method was adopted to involve those students who were more accessible and readily available to provide their data and inputs on the status of student well-being in these schools.

b. Procedures

On the basis of a structured questionnaire focusing on the perceived and subjective well-being of KGBV pupils, a mixed-methods study, i.e., a questionnaire followed by FGDs with the learners was conducted. Additionally, researchers' assessment of the aspects that contributed to each of the factors under well-being were independently documented. The instruments were administered alongside achievement tests on field trips between June and November of 2022. Since, the survey also aspired to measure specific aspects of well-being, such as absence of stress and anxiety experienced by students, the level of engagement and sense of belonging experienced by students. FGDs were conducted with students to gather more detailed

information about their experiences and perceptions of the school environment particularly useful for gathering information about specific aspects of well-being, such as the level of support provided for physical and mental health and well-being. The questionnaire was intended to be self-administered, however, we decided to assist children in completing the survey due to their age, language ability, education level, and comprehension of the survey issue. We observed that the KGBV children required assistance to comprehend the questions and provide clear answers. To ensure that the survey findings truly reflect the child's experiences and viewpoints, the same questionnaire was used to guide discussions during the Focused Group Discussions. Ethical considerations were primary. Students were not obligated or mandated to complete the questionnaire for the study. Before administering the questionnaire, its objectives and context were explained to the participants. Those who did not intend to complete the survey remained in class but had free time. The facilitator's presence afforded students the option to seek clarification on the nature of their queries, if necessary. To protect the privacy of the participants, the completed questionnaires were encoded by school and by students.

c. Process of Analysis

Three-layered-onion-ring analysis is attempted. First, a descriptive and inferential statistical analysis to understand and interpret what the ITM girls have rank-ordered in the likert is attempted. The Focus Group Discussions with the girls are then brought in to understand why the nature of ranking is as such and finally the researchers' observations along the School Well-Being scale and the discussions with the school-in-charges are brought in to further explain the well-being context of the ITM girls.

6.3.1 What does the Analysis say about how 'Well' the Girls Feel in the School Space and Why?

Pearson Product Correlations were done to identify the relationship between specific factors that contribute to the students' well-being in KGBV schools for ITM girls. In addition, our analysis seeks to identify any correlation between the factors so that we can better understand the causes of these outcomes and identify areas where the school's educational processes, care and counselling services, infrastructure, and coordination design for an enabling and safe school environment should be designed.

6.3.1.1 Within Space-wise Correlations

Academic space and Residential space have a correlation coefficient of 0.406, $p=.00$, which indicates a moderate positive correlation between the two. Similarly, Recreational space and Academic space have a correlation coefficient of 0.230, $p=.00$, indicating a weaker positive correlation. There is some degree of correlation between Residential space and Recreational space, and this correlation is positive at 0.434, $p=.00$. There is no correlation between Community space, Academic space (0.132, $p=.34$), or Recreational space (0.123, $p=.48$); however, there is a slender positive correlation between Community space and Residential space (0.109, $p=.06$).

a. Why is there a moderate correlation between Academic and Residential Space?

A student's wellbeing and academic performance are affected by the learning environment in the academic setting, including the resources and support systems that are available. This in turn affects how happy they are with their living arrangements in the residential setting, especially in settings such as KGBVs where the academic space and residential space flow into each other.

Excerpt 6.1: *“Staying in the hostel is a lot of fun. We enjoy chilling and having a good time with our friends. Sometimes we play around the bed poles and pillars and create our own games. We also love singing, playing carrom and antakshari together. When one of us is struggling with homework, we help each other out. We often also share stories with each other”* - Students at KGBV BR



Likewise, the academic and residential spaces at KGBV are also frequently intertwined, with shared values, norms, and expectations. A positive school culture, such as in Bade Moratpal, emphasises academic achievement, personal growth, and community involvement, resulting in a stronger sense of cohesion between the academic and residential spaces and thus a positive correlation.

The following excerpts from our interactions with students from KGBV Bade Rajpur and KGBV Kondagaon are a testimony of the same.

Excerpt 6.2: *“The teachers and staff are always friendly and approachable, and I always feel comfortable approaching them for assistance or advice. Our friendships with fellow students*

have also been a huge help. We are there for each other through thick and thin. Our friends are always there to lift us up and encourage us to keep going when we are feeling down or struggling with studies. We are more motivated to learn and participate in class even when we have a fairly long day because even when we are tired, we all sit together, solve maths problems, and so on.” - Students at KGBV K

Excerpt 6.3: “Our instructors are housed in the same space as us, and they discuss everything with us. Even after the end of the school hours, we continue to sit together, engage in guided independent study, and gain knowledge from our tutors. Everyone in the staff goes above and beyond to make us feel at home here. As a result, the atmosphere here is positive and supportive, and it encourages us to help and learn from one another.”

Excerpt 6.4: “The teachers and tutors here are like elder sisters to us. They're young and energetic, and they always make learning fun. They play games with us, tell us stories, and share important information and life lessons that are relevant to us. It is easy to talk to them about anything. We feel comfortable sharing our thoughts and feelings with them, and we know that they genuinely care about us and our well-being. They are like our family. Their approachable and friendly demeanour has helped create a warm and welcoming learning environment, where we feel supported and encouraged to grow both academically and personally.”-Students at KGBV BR

Because of this, the transition between the academic and residential spaces is smooth, and shared values and expectations have contributed to the development of a culture at the school that is cohesive and encouraging.

b. Why is there a weak correlation between Academic Space and Recreational Space?

This slender positive correlation is attributed to a variety of factors. The schools do not have enough room to provide adequate play areas and learning spaces. Another factor is that the schools have previously given less priority to the construction of recreational amenities, which has resulted in a weaker correlation with academic space.

A weaker correlation also results from the girls' preferences for one type of space over another, such as recreational space over academic space. Children in KGBVs like to spend their free time in play areas apart from their classrooms for a number of reasons. First, after a day of intense academic work (the KGBV model time-table engages students in at least 8-9 hrs of study everyday), they need a place to let loose and have some fun. They also live far from their families and friends and having an outlet for their stress and homesickness is of utmost importance. On the other hand, while classrooms and libraries serve an important purpose in children's development, they are also often associated with the more traditional, regimented learning that occurs during school hours.

Excerpt 6.5 suggests that children here love to engage in free-form play or games with their friends in a recreational setting rather than in the more structured activities that are required for academic success.

Excerpt 6.5: *“Even though we don't get to play all of the traditional games we used to play in our villages, we still get to play some of them at school, like Luka-Chhipi, Billa, Pithy, Bara Dandi, Gilli Dandi, Gobar Danda, Pari Patthar, Dus-Bees, Chingum, and Murga Pakad. We also play games like Taali and Kabaddi. These games remind us of home and playing with our friends back in our village.”*

In many of these schools, the lack of recreational options and equipment makes students feel as though they are not performing well. There are several reasons why this is the case. Because there aren't many options for fun, students get bored with the things they can do and lose interest in them. This makes them feel unhappy with the recreational space and think that it doesn't meet their needs or interests. In the same way, when there isn't enough equipment in the recreation areas, which is the case in all KGBVs that we have visited, students don't have the tools they need to do their favourite activities. For example, these schools only have a small amount of games and sports equipment in the school's inventory. This makes students who are interested in other activities feel left out or excluded, and that the space for recreation doesn't include or cater to their interests.



Excerpt 6.6: *“We only have two sets of badminton racquets and shuttlecocks, so we all have to take turns playing every 10 minutes. Even these badminton racquets and cocks are worn out, but badminton is our favourite sport.”* – Students at KGBV K

Excerpt 6.7: *“We would like to play Table Tennis, Hockey, and Javelin Throw. We have read about them in books and seen our didi-bhaiyyas play. But we don't have enough space in our playground to play these games and we do not have the equipment.”*

Also, if learners feel like the space for recreation isn't enough or doesn't meet their needs, this can be bad for their overall health. They might feel angry, unmotivated, or cut off from their classmates and the learning environment. This can lead to a general feeling of dissatisfaction

with their education and a belief that the school doesn't care about their happiness, health and safety.

c. Why is there a weak positive correlation between Residential Space and Recreational Space?

The fact that students have more access to outdoor play areas, courtyards, and gardens is one explanation for this positive correlation. Furthermore, having better living quarters may provide students in Chhattisgarh with a sense of security and comfort, which may be responsible for increasing their desire to participate in extracurricular activities. In order to give students a better living environment, it's also possible that the school purposefully had increased the hostel's space or recreational opportunities, which might explain the positive correlation between the two factors. We found that most KGBVs in Chhattisgarh had relatively better playgrounds or larger open areas for children to run around and play in, as well as well-kept gardens. According to the Wardens and Special Officers, they also participate in a number of competitive performances and events. The KGBV in Bade Moratpal, for instance, is connected to a government sports facility or campus where children can engage in sports like long jump, high jump, and athletics without paying any fees and receiving coaching. Additionally, all KGBV in Chhattisgarh provide children with proper dormitories, complete with beds, bedding, mosquito nets, and other necessities. Because of the acculturation, even the school administrators here make an effort to celebrate some regional and local festivals within the premises, giving the children the opportunity to not only be in touch with their cultural practices, but also to practise local dances and songs.

d. Why is there a correlation between Community Space and Residential Space?



A weak positive correlation ($p=0.309$) between community space and residential space indicates that the availability and quality of community-specific programs and activities are related. Schools with well-kept living quarters and dining areas, for example, are more likely to have the resources and time to provide a variety of cultural activities and celebrations for their students.

Excerpt 6.8: *“Our school regularly hosts events that showcase the diverse backgrounds and*

interests of our students, including cultural festivals, music performances, and art exhibits. I think this creates a sense of belonging and pride within our community, and it's one of the things that makes our school so special." - SO, BR

Alternatively, the availability of community-specific food practices and celebrations leads to a greater investment in the quality of residential facilities to accommodate the student population's needs and preferences.

Excerpt 6.9: "Due to the fact that the children are not permitted to travel during the holidays, we attempt to at least provide them with celebrations and their favourite foods, such as Kheer-Puri." – Students at KGBV K

Excerpt 6.10: "Occasionally, we play their favourite television shows and movies once a week under the supervision of staff." – Students at KGBV BR

It's also possible that other factors, such as the school's location or size, the socioeconomic status, or the level of investment in both community and residential spaces, are influencing this correlation.

Excerpt 6.11: "Although our numbers are small and our means are limited, we do what we can for our kids because we know that bigger things require approval and funding from higher ups." - Students at KGBV BR

e. Why is there no correlation between Community space and Academic space, Recreational space?

There is no connection between the academic space, recreational space, with community space. For the KGBVs here that serve/house majorly the ITM girl-children, the availability and quality of community-specific programs and activities are unrelated to the availability and quality of other spaces in the school. This lack of correlation suggests that these distinct spaces were not considered while allocating the funding, and that distinct priorities and resources are assigned to each of these spaces. For instance, the school places a greater emphasis on academic achievement and allocates a greater amount of resources to classrooms and other learning spaces, while community-based programs and activities are regarded as having a lesser impact on the school's ability to fulfil its primary objective.

While it also appears that Chhattisgarh state has taken several steps to integrate the community space and the academic space in government schools through curriculum development by including topics such as local traditions, cultural practices, and tribal art and literature; by including local language in the academic curriculum; and by providing training to teachers on how to integrate traditional knowledge and practices into academic learning, it does not appear that these efforts have been successful. Students may also have limited access to community spaces due to a lack of resources or the prioritisation of academic spaces over the subtle and subliminal community spaces. The lack of exposure to traditional cultural practices, ceremonies, and knowledge systems may result.

There is no correlation between community space and recreational space, suggesting that the school's recreational space contains few cultural elements. In terms of promoting and celebrating local culture and traditions, it indicates that the recreational space is not being utilised to its total potential. This could be due to a lack of resources, limited knowledge and understanding of local traditions, or a failure to emphasise the importance of cultural integration in the curriculum and programme of the school.

6.3.1.2 Within factor Correlations

There is a moderate positive correlation between Happiness and Health (0.349). Motivation shows a weak positive correlation with all factors except Happiness with which it shows no correlation (0.057). Active Participation exhibits a weak correlation with Health (0.247), Safety (0.292), and Motivation (0.202) *and no correlation with happiness(0.097)*.

a. Why is there a moderate correlation between Happiness and Health?

In the context of children's well-being, a moderately positive correlation between Happiness and Health (0.349) firstly suggests that children who report higher levels of happiness are more likely to report better health, and vice versa. This is because higher levels of happiness are associated with better health. This correlation may have a number of potential explanations, one of which is that happiness and physical health are both influenced by factors that are similar to one another, such as an environment that is safe and supportive as well as opportunities for social connection and engagement. One more theory suggests that happiness and overall health may have a positive feedback loop that contributes to one another. When children are happy, they may be

more likely to participate in activities that are beneficial to their health, such as playing outdoors, eating properly and getting an adequate amount of sleep. To a similar extent, when children are healthy, they may have more energy and feel better equipped to participate in activities that promote happiness, such as playing with their friends, pursuing their hobbies, and discovering their interests.

Excerpt 6.12: “We really appreciate the structure and routine in the school. It helps us stay focused and motivated. But sometimes, we get really anxious and stressed out when we haven't done our homework. We know that the teachers don't use corporal punishment, but we still worry about disappointing them or falling behind.”-Bade Moratpal

Excerpt 6.13: “Despite that, we really enjoy being in school. We love spending time with our friends, and we feel like we're all part of a big family. And there are fun activities to do here! Whether it's playing sports or making art, we always feel like we are learning and growing as a person.”

According to the excerpts 6.12 & 6.13, even though there may be some difficulties associated with the academic expectations, the students in general are content and healthy due to the supportive and engaging environment that is provided by the school.

b. Why is there no correlation between Motivation and other factors?

There is no correlation between motivation and health, despite the fact that it has a weak positive correlation with happiness, safety and security, and active participation. There is a wide range of factors that can have an effect on a learner's level of motivation. Some of these factors are internal, such as a learner's personal interests , while others are external, such as the availability of resources and social support. There is a possibility that these aspects of a child's life do not have a significant bearing on the child's physical or mental health, despite the fact that they may contribute to the child's overall sense of happiness and well-being. On the other hand, it's possible that a child's well-being is more closely connected to aspects like feeling safe and secure and actively participating in activities. For instance, a setting that is secure and encouraging can lower the likelihood of unfortunate events such as accidents and injuries, and providing opportunities for physically active and nutritionally sound eating can promote overall health and well-being.



Excerpt 6.14: “In my dream school, there would be more plants and greenery around the campus. It would make the school look more beautiful and refreshing. I also wish the washrooms were cleaner and well-maintained. It would be great if we could have cleaners who come regularly and use phenyl to keep the washrooms clean. It's important for our hygiene and health. As of now, all students clean the washrooms on Sundays. Additionally, the beds in the hostel should be more comfortable and of better quality to ensure a good night's sleep.” -Students at KGBV K

The student's desire for more plants and greenery on campus suggests a need for a safe, aesthetically pleasing, and refreshing environment. This can improve the student's well-being. A safe and healthy environment requires clean and well-maintained washrooms, which the learner wants. Finally, the student's desire for better hostel beds emphasises sleep and health. A comfortable sleeping environment can improve physical and mental health and encourage students to be more active. We learn that the learners' motivation is driven by a desire for a safe, secure, and healthy environment that promotes happiness and active participation in all activities in the KGBV.

If the activities that are offered do not correspond with the interests or values of the students, or if they have the impression that participation is obligatory rather than voluntary, then there may be no correlation between active participation and happiness. It is possible that the happiness and well-being of the students will suffer if they have the impression that they are being coerced into taking part in activities that they do not find meaningful or in which they have no interest. Students may not feel motivated or supported to participate in activities if the school environment is not one that is conducive to active participation, or if they are confronted with barriers such as discrimination, social isolation, or a lack of resources.

Excerpt 6.15: “We feel like there's always way too much homework to do. We wish we had more free time to do the things we really love - playing, singing, dancing, or just hanging out with our friends. We understand that homework is important, but sometimes it just feels overwhelming. We want to have the freedom to explore our interests and hobbies after school hours. We think that having only one day off a week (like on Sundays) just isn't enough. We need more time to relax and recharge, so that we can start a new week feeling refreshed and ready to learn.”-KGBV students at M

The statement implies that homework and lack of free time decrease motivation and happiness. Students want more time to play, sing, dance, and hang out with friends. They feel overwhelmed by homework and have little time for fun. The students also say they need more time to relax and recharge to be ready to learn. They think Sundays aren't enough time to rest and recharge. This may affect academic motivation and residential school happiness.

6.3.1.3 Between Space and Factor Correlations

Except for Community space (0.227), there is a robust positive relationship between Active Participation and all other spaces. The Residential space has a significant positive correlation with Motivation (0.550), while the other spaces have a weaker positive correlation. In all cases, the relationship between Safety & Security and the respective spaces is weak. The correlation between Health and all the spaces is weak at best. Happiness exhibits the least positive correlation with all spaces.

- a. Except for community space, why is there a robust positive relationship between Active Participation and all other spaces?



While there is no evidence of active participation with students seeking additional assistance or resources to enhance their understanding of the subject matter in the academic space of KGBVs in Chhattisgarh, we find that in the residential space, active participation involves students taking an active role in maintaining their living spaces and participating in community activities such as cleaning, managing, and event planning. Additionally, students actively participate in the residential space by assuming leadership positions within their dormitories and assisting their peers in adjusting to life in the dorms.

Excerpt 6.16: “Students are part of a children’s parliamentary system (Baal Saansad), and each representative has different responsibilities, such as one student reporting on the quality of food, another maintaining a register on the rationing and provisioning of sanitary napkins and menstrual health, and a sports incharge.” -KGBV Bade Moratpal

In recreational spaces, students engage in extracurricular activities such as sports, art, music, and dance, as evidenced by the number of participation and trophies displayed by each school. Active participation in the recreational space would also require students to organise activities or events and encourage their peers to participate.

There is little evidence to suggest that active participation is fostered in the community space of these KGBVs, such that students actively engage in and learn about their cultural heritage, such as by participating in cultural events, learning traditional crafts, and sharing cultural stories and traditions with their peers.

Excerpt 6.17: “One thing that we miss the most about our hometown is the local celebrations. We used to celebrate Nayakhaani, Hareli, Aamus, Dihaari (Khichdi feast, followed by Mela) with our families, but we don't get to celebrate these festivals in the hostel. However, the hostel serves us dishes like Kheer-Puri, Paneer, Eggs on Konda Dev; Hariyaali, Navakhaani, Tihaar, which we enjoy. We also get Kondi-Buchi at home, but in the hostel, we get Chivda-Gud.- Students at KGBV V and BNR ”

According to this excerpt, KGBV students miss family cultural festivals. They enjoy the hostel's Kheer-Puri, Paneer, Eggs, and Chivda-Good and participate in the community space in a limited way. They mention festivals like Nayakhaani, Hareli, Aamus, Dihaari, Konda Dev, Hariyaali, and Navakhaani, showing their cultural awareness and appreciation. Despite not being able to celebrate these festivals with their families, students still enjoy the food and celebrate some festivals at the hostel.

b. Why does the residential space have a significant positive correlation with Motivation, while the other spaces have a weaker positive correlation?

There is a strong positive correlation between the residential space and the motivation of learners. This is due to the fact that the students actively participate in hostel activities, display a positive attitude, and have built support networks, all of which can contribute to their overall well-being. Additionally, the residential space is conducive to peer learning.

Excerpt 6.18: “When I first joined KGBV. I was nervous about being away from home, but I quickly made many new friends who were all eager to learn new things. We would study together, assist one another when we got stuck, and have fun together in our spare time. Because I had such a supportive group of friends around me, I felt more motivated to learn. Another advantage of living here is that you can learn from your peers. If you don't understand something in class, ask a friend who lives in the same dorm as you; they might be able to explain it better than the teacher!”

As a residential school, the KGBVs provide its students with a home away from home. However, the infrastructure, including hygiene, sanitation, and safety measures, is of poor quality here in almost all schools. This results in a weak correlation between KGBV residential space and variables such as participation, happiness, health, safety, and security. For instance, the dormitories in Bastanar and Kondagaon are poorly maintained and lack basic amenities such as clean drinking water, adequate ventilation, and pest control, negatively affecting the health and well-being of the students. This is resulting in a decline in extracurricular participation and an overall decline in academic performance.

c. Why is there no Correlation between Safety-Security, and Health with any of the spaces?

The well-being of ITM girl- children attending Kasturba Gandhi Balika Vidyalayas is influenced by a number of factors, including health and safety-security, which are particularly and closely related to one another. Students are more likely to have positive mental and physical health outcomes only if they feel safe and secure in their academic, residential, recreational, and community spaces. Students are better able to concentrate on their studies, cultivate healthy relationships, and acquire essential life skills when they are in a setting that is both safe and secure. On the other hand, when students have the perception that they are in danger or that they are not safe, both their physical and emotional health may suffer, which can lead to anxiousness, depression, and other unfavourable outcomes. In a similar vein, it is likely that the physical health of students will improve when they have access to nutritious food, clean water, sufficient medical care, and physically secure environments. This may have a beneficial effect on their mental health and overall well-being, which will enable them to put more of their attention towards their education and their own personal growth.

The lack of a correlation between safety and security and any of the spaces in Chhattisgarh can be attributed to inadequate lighting and physical infrastructure, as well as a lack of teacher-staff

training to recognise signs of distress or abuse and provide appropriate support and resources (academic space); inadequate staff-to-student ratios, no regular health check-ups, lack of health-hygiene practices and spaces, insufficient arrangements for sleeping, studying, and socialising spaces (residential space); a lack of safe and well-maintained sports and recreational facilities; and no supervision during activities.



When we visited KGBV Bastanar, a large papaya tree fell out of nowhere on the ground where the children were playing; similarly, none of the classrooms in KGBV Bastanar had glass panes on the windows, exposing the children to the cold monsoon rains and wind. Their hostels are gloomy and soggy due to the rains, and children live in cramped quarters. The washrooms were filthy, and the stench of urine permeated the entire KGBV Kondegaon campus. When asked, the children stated that they themselves have to clean the restrooms and that there is no designated cleaner. It is unrealistic to expect small children to handle this.

In the same way, an ITM child's cultural safety should have been shown by providing not only a safe but also an inclusive environment for celebrating cultural diversity, promoting respect and tolerance for different cultures and beliefs, and promoting activities that promote well-being and self-expression. However, given the way school administrators treat the ITM population, we have strong reasons to believe that none of these things happen.

As evidenced by LiSP and Q-Sort, teachers and staff at KGBVs in Chhattisgarh are also not sensitive to these children's linguistic and cultural backgrounds and thus are unlikely to create a culturally safe environment.

Excerpt 6.19: *“While we get everything we need here, sometimes we miss the food we used to eat with our families. We get many dishes like Baingan, Bhindi, Aloo, Barbatti, Beans, Kumhda, Kochai, Paalak, Parval, Munga Bhaaji, but there are some dishes like Kareel that we don't get here. However, the hostel serves Salad, Chicken, and Aamat, which is a relief.”*- KGBV Students at V

Excerpt 6.20: *“We especially miss dining together with our family. The hostel does not make many dishes like Boda, Phutoo, Khatta Bhaaji, Chench Bhaaji, Vharota Bhaaji, Chaanti Bhaaji, Gudkhaadi, Koliyaari, Guaar Bhaaji, but sometimes we crave the specific dishes that are made at home. Fruits should be served more than once a month. We get Soya Chunks 1-2 times per week and eggs are served on special occasions or once every two months. The food is good most of the time. Earlier, we used to get dry fruits like Kaaju and Baadam, and milk too.”*-KGBV Students at K



d. Why is there a Weak Correlation between Happiness and all Spaces?

The weak correlation between happiness and these spaces suggests that the schools must make adjustments to better support the well-being of their students. For residential spaces, this denotes poor living conditions and a lack of additional emotional support to help students feel more comfortable and content in their living environment. Similarly, it indicates a lack of engaging and meaningful learning experiences or socialisation and recreation opportunities in academic or recreational settings. The provision of quality education and the availability of resources such as books, laboratories, and computers promote happiness in the academic setting. .When students learn and earn high grades, their confidence and happiness increase. None of the KGBVs had functional and/or well-maintained laboratories, libraries, or computer labs. In the residential space, something as simple and fundamental as having regular contact with their parents is essential. All of these factors contribute to the students' happiness and well-being.

Excerpt 6.21: *“We don't get holidays unless our parents come to take us home, so it can be*

tough. But whenever we feel homesick, we talk to our parents on warden madam’s phone. We don’t get to use the phone often, but whenever there’s something important, they let us use it. Every Sunday parents are allowed to come see us, sometimes they bring us snacks from the bazaar and it makes us feel good.”-KGBV Students at B

Excerpt 6.22: “We wish we could talk to our parents more often than just once a week. Sometimes we feel sad or angry and we just need someone to talk to. Sometimes when we are in trouble for not doing homework or not doing something properly. We should be allowed to talk two or three hours a week.”-KGBV Students at V

6.4 Is there any Evidence of Learning Poverty?

6.4.1 What do the Language Tests say on Learning Poorness?



Fig. 6.1: Mean scores for Class 6, 7, and 8 on Reading Difficulty Levels.

The graph (Fig. 6.1) represents the mean scores of KGBV students' performances on the five Reading Difficulty Levels (RDLs) along the x-axis and the mean scores on a total of 5 along the y-axis. From the learning curve of class 6, one can notice that the performance from RDL1 has seen a dip in RDL2, followed by an increase in RDL3 and RDL4 and then a steep decline in RDL5. In class 7, there is a plateauing trend from RDL1 to RDL3, followed by a declining trend from RDL4 to RDL5. In class 8, there is a similar plateauing trend observed from RDL1 to RDL3, followed by a steep decline from RDL4 and RDL5.

**Table 6.1: Comparing KGBV Average on Reading with NAS (2021) score: National, State and District-wise
Math and Reading as average on 100**

	National		Chhattisgarh		Bastar		Kondagaon		Bastar KGBV		Kondagaon KGBV	
	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths	Reading	Maths
Class 6	55	44	48	35	48	35	40	29	25	32	32	46
Class 8	53	36	50	30	45	26	45	27	28.5	32	35	40

The mean performance scores of class 6 in the collected KGBV data are compared against class 5 scores from the NAS reports. Based on the national reading mean scores of class 5 at 55% and class 8 at 53%, one can compare them against KGBV Bastar reading averages at 50% of class 6 and 57% in class 8.

6.4.1.1 One-way ANOVA Analysis RDLs

To understand the impact of class on the performance on five RDLs, a one-way ANOVA test followed by post-hoc tests is performed. In horizontal comparison, class 6 follows an almost plateauing trend from RDL1 to RDL4, but a steep decrease in RDL5. In class 7 too, a plateauing trend is seen from RDL1 to RDL3, and then a fall in RDL4 and RDL5. In class 8, the performance is seen to be satisfactory from RDL1 to RDL3, but it saw a fall in RDL4 and RDL5, where RDL5 is the class-appropriate level of reading. As the nature of questions in RDL1 to RDL3 are simple and comprehension-based, which have minimal reading demands, the students have performed at a satisfactory level. And in RDL4 and RDL5, which require class-appropriate cognitive and complex reading capabilities, there is a fall in performances.

In vertical comparison across classes, there are significant differences between the classes in RDL1, RDL2, RDL3, RDL4 and RDL5. In RDL1, there is an improvement in performance from class 6 to class 8 as expected and there are significant differences ($F(2, 318) = 13.584$, $p = 0.000$). Similarly, there are significant differences observed in RDL2 ($F(2, 318) = 21.492$, $p = 0.000$) and RDL3 ($F(2, 318) = 5.414$, $p = 0.005$). There is an improvement in performance in RDL2 and RDL3 from class 6 to class 7, followed by a minimal decrease in class 8. However, in RDL4, the performance from class 6 to class 8 has dropped significantly ($F(2, 318) = 49.855$, $p = 0.000$). In RDL5 ($F(2, 318) = 42.910$, $p = 0.000$), although there is an increase in performance from class 6 to class 7, there is a fall in class 8.

To assess the significance of differences between pairs of classes, a Tukey's post-hoc test is performed. In RDL1, post-hoc results reveal that class 7 and class 8 performed significantly better than class 6 ($p\text{-value}=0.000$). But, there was no significant difference between class 7 and class 8 ($p\text{-value}=0.901$). A similar trend followed in RDL2, where class 7 and class 8 performed significantly better than class 6 ($p\text{-value}=0.000$), but no significant differences were observed between class 7 and class 8 ($p\text{-value}=0.266$). In the case of RDL3, class 7 performed significantly better than class 6 ($p\text{-value}=0.010$), and class 8 performed significantly better than class 6 ($p\text{-value}=0.020$). But no statistically significant difference was found between class 7 and class 8 ($p\text{-value}=0.989$). In RDL4, there is a high statistically significant difference between class 6 and class 7 ($p\text{-value}=0.000$) with class 6 performing better than class 7 as opposed to the expected trend. Class 8 performed significantly better than class 7 ($p\text{-value}=0.002$) and class 6 ($p\text{-value}=0.000$). In RDL5, there are significant differences between all classes, with class 7 performing better than class 6 ($p\text{-value}=0.000$); class 7 performing better than class 8 ($p\text{-value}=0.000$) and class 8 better than class 6.

6.4.2 What do the Mathematics Tests say on Learning Poorness?

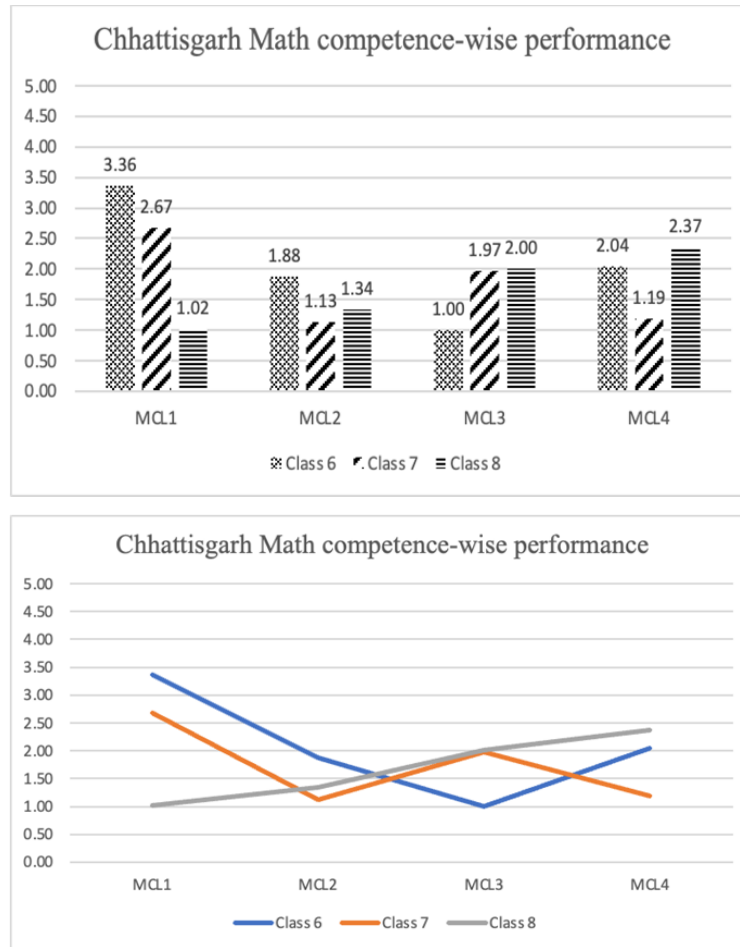


Fig. 6.2: Mean scores for Class 6, 7, and 8 on Mathematics competence level.

The line graph depicts the Math performance mean scores of class 6, 7 and 8 students of KGBV Chhattisgarh across the five levels of Math competence. Maths competence levels are designed with respect to the curriculum followed for the respective classes from the past three years. For instance, in class 6, MCL4 comprises class 6 level Mathematics competencies, MCL3 comprises class 5 level, MCL2 comprises class 4 level, and MCL1 comprises class 3 level Mathematics competencies. From the learning curve of class 6, one can notice that there is a significant decrease in the mean performance from MCL1 to MCL3 as expected, after which a slight improvement was observed in MCL4. However, class 7 Maths learning curve is seen to follow an unexpected volatile trend in the performance from MCL1 to MCL4. In class 8, the learning curve is Math is seen to have a steady improvement in performance from MCL1 to MCL4, but none of the mean scores are more than 50%.

A comparison of the collected KGBV scores is done with the NAS national performances scores, at national, state and district-level. One can infer that there are stark contrasts for class 6 and class 8, between the national average in Math to the Math mean scores in KGBV Bastar. While the national average for class 6 Maths is at 44% and Bastar NAS score at 35%, KGBV Bastar has a mere 29% performance. When comparing Kondagaon KGBV data for class 6 at 46%, we see a positive deviation from the NAS data for national averages at 44% and NAS Kondagaon mean of 29%.

6.4.2.1 One-way ANOVA Analysis MCLs

A one-way ANOVA is conducted with class as the independent variable and MCLs as dependent variables, to study the impact of class on the MCL performance. The ANOVA results and mean differences for MCL1 ($F(2, 318) = 91.027, p = 0.000$) show that significant differences exist in MCLs between the three classes. Similarly, in MCL2 ($F(2, 318) = 9.259, p = 0.000$), MCL3 ($F(2, 318) = 28.798, p = 0.000$) and MCL4 ($F(2, 318) = 33.870, p = 0.000$), a significant difference was found between the three classes. This proves that the performance on the three Math competence levels is significantly impacted by the class of the student.

In horizontal comparison of mean differences scores of class 6, one can observe that there is a decreasing trend from MCL1 to MCL3, and a slight improvement in the performance of MCL4. One expects an improvement in performance, but the contrasting trend is seen. In class 7, the performance trend is volatile from MCL1 to MCL4, where the performance is decreasing from MCL1 to MCL2, and improved in MCL3, and then decreased in MCL4. In class 8, we can see a continually improving trend in performance from MCL1 to MCL4.

Tukey's Honest Significant Difference test was conducted to identify the individual differences. The post-hoc results show that in MCL1, class 6 performed significantly better than class 7 (p-value=0.000); class 7 performed significantly better than class 8 (p-value=0.000); and class 6 performed significantly better than class 8 (p-value=0.000). This shows that instead of performance improvement from class 6 to class 8, there is a lowering performance trend as one progresses in class. In MCL2, class 6 performed significantly better than class 7 (p-value=0.000) and class 8 (p-value=0.000); while class 8 performed significantly better than class 7 (p-value=0.000). In MCL3, a statistically significant improving trend is observed from class 6 to

class 7 (p-value=0.000), from class 7 to class 8 (p-value=0.000), and from class 6 to class 8 (p-value=0.000).

6.4.3 What do the Problem Solving Tests say on Learning Poorness?



Fig. 6.3: Mean scores for classes 6, 7, and 8 on Problem Solving competence-level.

The line graph represents the performance of KGBV Chhattisgarh class 6, 7 and 8 students along the three levels of Problem Solving. Problem Solving level 1 pertains to Analogical and deductive reasoning questions, Problem Solving level 2 pertains to intentional reasoning, while Problem Solving level 3 has questions pertaining to causative reasoning. The performance on PS1 is better than PS2 and PS3 as PS1 consists of basic pictorial analogies which are cognitively undemanding in comparison to PS2 and PS3, which require understanding casualties and their relationships.

6.4.3.1 One-way ANOVA Analysis Problem Solving Levels

A one-way ANOVA is performed to understand if the impact of class on the three levels of Problem Solving is statistically significant. The results show that there is no significant difference between classes in PS1 ($F(2, 318) = 4.571, p = 0.011$), while there is a statistically significant difference between the three classes in PS2 ($F(2, 318) = 16.366, p = 0.000$) and PS3 ($F(2, 318) = 13.524, p = 0.000$). A basic expectation is that the students' performance improves from class 6 to class 8, as the questions remain the same for all 3 classes. In the horizontal analysis of class 6, there is a steep decrease in performance from PS1 (3.38) to PS2 (0.86), followed by a minute improvement in PS3 (1.39). A similar trend is observed in the case of class 7, where there is a sharp decline from PS1 (3.95) to PS2 (1.6), followed by a slight increase in PS3 (2.23). Class 8 has seen the same trend where the mean of PS1 (3.5) fell in PS2 (1.53), and increased in PS3 (2.3)

Upon conducting the Tukey's post-hoc test to further understand where the differences exist, results in PS1 show that although class 7 performs significantly better than class 6 (p-value=0.011), there is no significant difference between class 7 and class 8 (p-value=0.08) and class 6 and class 8 (p-value=0.798). In PS2, class 7 performed significantly better than class 6 (p-value=0.000), and class 8 performed significantly better than class 6 (p-value=0.000). But there is no statistically significant difference between the performance of class 7 and class 8 in PS2. In the case of PS3, although there is an expected rise in performance from class 6 to class 8, there is no statistically significant difference between class 7 and class 8 (p-value=0.976). However, in PS3, class 7 performed significantly better than class 6 (p-value=0.000), and class 8 performed significantly better than class 6 (p-value=0.000).

6.5 Are Teachers Sensitive to the Occurrence of Learning Poorness in their Educational Contexts?

Learning Poorness attempts to explain why learning is not 'catching up' as it ought to be. Understanding why learning poorness exists would require a stocktake of what teachers' believe about learning as well as how they perceive their practices in the light of their beliefs. Therefore, the tool that we designed was to assess teachers' sensitivity to their learners' learning and how

they customise their learning practices in that direction. All the teachers had to fill two likert scales that measured their Linguistic Sensitivity to Pedagogy (LiSP) along two constructs: one, Language Sensitivity (LiSP-LS) and two, Enabling Participation (LiSP-EP; see appendices). LiSP-LS, captures awareness of the language learning process, and beliefs about language interaction, and LiSP-EP attempts to document awareness of language demands, diagnostic practices, scaffolding practices, and finally strategies to enable classroom participation. Both the teachers and learners were invited to participate in LiSP LS and LiSP-EP. While the primary purpose was to examine teachers' perceptions and practices, learners were invited to participate to draw their attention to their classroom practices as well as to validate teachers' practices.

6.5.1. Teachers Response on LiSP-LS and LiSP-EP Correlations

All the teachers we interviewed were conscious of the fact that a language-discordant pedagogy and language as a barrier existed between them and their students. N= 21 number of teachers were invited to fill LiSP-LS and LiSP-EP. 27% of teachers agreed that the language learning process was identical across all the learners; 58% claimed that use of HL in school would delay the learning of SL; 85% said that knowing and using SL in social interactions would help in learning content subjects in school and 76% also felt that knowing the SL would ease learning content and not knowing the SL would not only affect the confidence levels of the child in doing its school task (57%) leading to disengagement (44%) but also affect the child's capability development. Finally 79% of the teachers believed that knowing SL would be key to building capacities. Most teachers evidenced a 'monolingual mindset' where everything is bound to that one language, while all the children here are multilingual.

Most of the teachers' reported being aware of the nature of language demands in their everyday activities ranging from language of the textbooks, to language of the examinations/test and its effect on performance. 25% of teachers also reported on several diagnostic practices alongside using several participatory practices with scaffolded instructions. However, all the discourses around their pedagogy was driven by a deficit discourse of ITM girls not being able to 'follow' the lesson rather than recognise it as the child's genuine right to access education in the language the child is comfortable in given the intersectionality in which the child finds herself.

A further round of inferential statistics to check for whether teacher familiarity with the learners languages impacted the way they understood the interaction between language and learning concepts revealed that no statistically significant difference was noticed for all except *teachers' awareness of language learning processes* (between teachers' responses for LiSP-LS and LiSP-EP). A statistical significance (p.05) indicates a sensitive awareness of language barrier does exist, though not necessarily realised by all the teachers. While teachers did claim being aware of their learners' difficulties, we found that teachers' status as being 'tribal/non-tribal' did not reach any statistical significance probably because the number of teachers' who responded was too small for any significance to be reached. Similarly, the distinction of whether the teachers were language/subject teachers too did not reach any statistical significance.

6.5.2 Learners: LiSP-EP and LiSP-LS Correlations

Class 8 ITM girls were invited to participate in assessing their own perceptual understanding of the interaction between language sensitivity to learning and the experience of the nature of pedagogy they are exposed to on an everyday basis. So N= 96 girls were invited to participate in two likert scale questionnaires: LISP- Language Sensitivity and LISP-Enabling participation. The purpose was to examine if the girls perceived language as any kind of barrier as such to which their teachers would then be sensitive of and hence create a pedagogic context which diagnoses and scaffolds for enabling participation. This meant that students' response would be a test for whether they believed they experienced a pedagogy that enabled participation. A Pearson's Product Correlation test was conducted to examine for a correlation of LiSP-Enabling Participation and LiSP-Language Sensitivity both within and between the factors.

6.5.2.1 Within Factors Correlations

A within factors analysis shows that, on LiSP-EP, Awareness of Language Demands correlated positively and moderately strongly with diagnostic practices ($r=.515$, $p=.001$) and scaffolding for pedagogy ($r=.465$, $p=0.01$). Similarly scaffolding for pedagogy correlated with diagnostic practices ($r=.293$, $p=0.01$) and strategies for classroom practices ($r=.195$, $p=0.01$). No statistically significant correlation was found between the other factors. Why? Girls in these schools reported explicitly that they do find the language of the textbooks very difficult. Given that textbooks are in Hindi and that they do not have adequate working knowledge of both reading as well as

listening in Hindi, the girls struggle on a daily basis. The correlation between awareness of nature language demands and the diagnostic practices they experience, the scaffolding and finally strategies used in class are recognised by learners as ways to help them in their learning. With awareness of the nature of language as a barrier, they also reported frequently working in groups and in their own languages (Gondi, Halbi, Chhattisgarhi). Peer Translations, Peer Translanguaging and Peer Brokering are common while explaining the concepts. While learner led groups in Math are a functional pedagogy for the girls, teacher initiated scaffolds such as asking for translations mid-way through a class or asking for learners to explain the maths are a common occurrence as well.

6.5.2.2 Between Factors Correlations

Pearson's Product Correlation that examines for a correlation between the four factors of LiSP-Enabling Participation and three factors of LiSP-Language Sensitivity revealed that Awareness of language discordant pedagogy alone correlated weakly with Awareness of language demands ($r=.174$, $p=.05$) and scaffolding for pedagogy ($r=.245$, $p=.05$). Why are the correlations so? Learners in this context are aware of the 'language discord' and consequently seem to recognise the efforts put by their teachers in scaffolding their learning.

6.6 Why does Learning Poorness Exist/Persist in KGBVs?

Any understanding of learning poorness and an evaluation of the causes that trigger and sustain it require a square reflection on the lived realities of the workspace by the primary stakeholders namely the teachers, and teacher educators on how they assess their pedagogic spaces and transact pedagogy. Hence, this lived working space happens to be the school with specific reference to the following-

1. Teaching-Learning Interactions i.e. the concerns that arise in the interactions between the teachers and learners in the transaction of the curriculum.
2. Teacher Conditions, i.e. the evaluative and reflective aspects of the teachers with respect to their conceptual and pedagogic competencies.
3. Teaching Conditions, i.e. the nature of the environment in which the teacher meets the students with her curriculum.

6.6.1 Concerns Emanating from Teaching-Learning Interactions

6.6.1.1 Labelling and its effects

4 teachers and 2 educational officers highlighted that ‘labelling’ affects the learning trajectories of the girls in KGBV schools. A dominant view coming from the research examining how white teachers talk about their ‘other’ students seems to indicate that it is predominantly teachers doing so, HOWEVER, our data shows otherwise. The respondents point out that labelling can be done in many ways but the consequences are on intrinsic factors that affect their current engagement as well as future opportunities for learning.

Excerpt 6.23: “As teachers, we want our girls to learn and progress. So we do the most to encourage them so it is not us who label them. The labelling is done by the parents in different ways of which the most prominent is to term them a ‘marriage material’? If after school that is what is their destiny, why dream and work at all?” - EDUOFF16

Excerpt 6.24: “जी क्योंकि अगर हम बार-बार बोले तो तू लड़की है तू क्या करेगी? है ना एक लेबल लगाने से उनको पहले से ही घर में एक मानसिकता बन जाती है। शायद बार-बार उनको अगर बोला जाए तो कहीं ना कहीं बच्चों में उसका प्रभाव पड़ता है। वह अपने आप को निम्न स्तर का समझने लगे वह शायद उनको प्रभावित करेगी।” EDUOFF16

Excerpt 6.25: “The state does its sloganeering. Earlier we had ‘beti bachao and beti padhao’ as the motive for primary education. Now they are saying “beti padhao tho do ghar ke fayde”. - EDUOFF9

“अगर हम लड़कियों को पढ़ाएंगे तो उनका भविष्य भी अच्छा होगा और वह बच्चियां खुद भी घर की पूरी जिम्मेदारी अच्छे से उठा सकेंगे हर एक चीज अच्छे से संभाल सकेंगे।” EDUOFF9

When parents term their girls as ‘marriage material’, the concerted parental effort to trigger higher aspirations are not in place. This as the teachers seem to indicate could affect the emotional base of learning namely, motivation, interest, objective to study along with perseverance. Research shows that emotional connection to one's work triggers deeper and uninterrupted flow of engagement. The cognitive base is not immune to the emotional. When the emotional base is affected, curiosity to know, participating in peer-learning activities to build deeper knowledge, attempting to discover and thus self-learning initiations are not going to take-off. While the states’ slogan is probably aimed at attracting/cajoling the parents to give their

daughter the opportunity to study and thus realise their right to education, the use of ‘do ghar’ covertly indicates the need to get them married off and that education even if it is discontinued or early exited, aides in marriage propositions. The two versions of labelling (out of a total of 5) as pointed above make education and educational space a kind of stop gap arrangement before the girls can be married off. One, through familia discourses impacts intrinsically the nature of classroom experiences and the other, through the states discourses makes it the ultimate goal.

6.6.1.2 Stunted Intersubjectivity Triggered by Language Discordant Pedagogy

Any attempt at engaging a student in her learning requires two prerequisites. One the condition of *joint engagement* (JE) i.e. when two people are paying attention to the very object/concept. While JE is seen as a prerequisite with young children (and children with learning/intellectual disability) we believe JE is a constant requirement in higher order, cognitively demanding and contextual reduced learning contexts such as sciences/math. Two, the requirement of an *intersubjective space* which is often defined as a ‘shared understanding of a learning activity’ and is recognised as a necessary and sufficient condition for not just learning but for participatory learning that aims at transforming learning as mere understanding to capacity building that would then support skill development for being able to function in the task (Matusov, 1996). The aim of the intersubjective space is to then trigger deep engagement and not shallow wobbling with concepts. While a sense of task completion, willingness to learn, a shared goal in learning between the teacher and learner are acknowledged as essential and necessary, language is the system of meaning-making acting as a mediating tool between the two parties so that they would transfer their memory/feelings/understanding of one object to another form i.e. from concrete to abstract necessarily requires a common language.

Teachers point out how language inaccessibility works three-ways. One, the teachers struggle to create the intersubjective space and learners to sustain their attention in the space; bi/multilingual textbooks (Hindi and English as a subject) are difficult since they are in academic language and neither of the two languages are in their immediate linguistic environment; and teachers’ note that their vicarious assessment of the learning in the intersubjective space is rendered helpless.

Excerpt 6.26: “यहां बच्चों का जो उद्देश्य है बालिकाओं का विकास करना है। मतलब हिंदी सीख रहे हैं जबकि बालिका हल्बी से सीख सकती है और समझ सकती हैं। तो हिंदी को तो इतना नहीं समझ सकते

मतलब जो कठिन शब्द है वह समझ नहीं पाएंगे। अगर उनको हम तो उनकी बोली में उनको समझाएं तो उन लोग ज्यादा अच्छा से समझ पाएंगे।” RES19

Excerpt 6.27: “टीचर नहीं पढ़ा पाते हैं उस तरीके से टीचर्स छत्तीसगढ़ी बोल रहा है मैंने जो अनुभव किया है यह मेरा Personal view है। टीचर छत्तीसगढ़ी बोलता है लेकिन वह तुम्हें जब उनको लेकर आता है ना उस तरीके से उनको पूरी Throughout छत्तीसगढ़ी में Explain नहीं कर पाता फिर वह हिंदी में ही आ जाता है।” EDUOFF13

Excerpt 6.28: “हम लोगों हिंदी भी Use करते हैं और अपनी भाषा को भी Use करते हैं समझने में कठिनाई आती है जैसे हम नहीं बोल पा रहे हैं तो मैं अक्सर ऐसे ही करती हूं मैडम जो बच्चे होशियार हैं उनमें से किसी बच्चे को चुनती हूं उसमें से किसी बच्चे को तुम हल्बी में बोले तो बच्चे समझा भी देते हैं और बच्चे समझ भी जाती है।” RES22

6.6.1.3 Silence Emanating from a Deficit-driven Pedagogy

Silence is recognised as the ‘hallmark’ of the ITM girls. Teacher inability to linguistically reach the students, as the teachers note puts both the teachers and the learner at a disadvantage. Learners participation and performance is not as it sought to be as so teachers

Excerpt 6.29: “children are mostly silent. So we have to explain as detailed as we can; do not challenge them as they ought to, take the easy approach” -RESSO6

Excerpt 6.30: “इधर के बच्चे थोड़ा चुप-चुप टाइप के हैं तो हम उनको ज्यादा पूछे तो परेशान हो जाएंगे इसीलिए उनको आसान लगे हम उनको शुरू से ही पूरा विस्तार में समझा देते हैं।” RESSO6

Note the deficit description of ‘silence’ and the further construction of a logic for ‘simplified and more detailed explanation’. A deficit view drives the classroom interactions. The learners, as our interactions with learners show, want to learn and aspire to know new knowledge, but the language barrier between the teachers and learners forces the learners to be passive recipients.

6.6.1.4 Authenticity Concerns Despite Peer-translanguaging and Translation of Teacher Talk

In the absence of a language concordant pedagogy, peer translanguaging and translation of teacher talk, as teachers note, is a common practice. While some teachers see it as an advantage, others lament that this also means that they are unable to ascertain whether the child has

comprehended the concept and what the child has comprehended. If there are gaps, then they are camouflaged behind the ‘other’ language.

6.6.1.5 Two Consequences of Prolonged Absence: Syllabus Deletion and Widening ‘Learning Gaps’

Prolonged absence is highlighted as a common occurrence in the lived teaching-learning context and hence two effects are documented. One, commencement of actual teaching-learning is contextually delayed implying that the learning time and inclination of the students who attend is neglected. Two, time available for actual syllabus transactions is reduced, forcing teachers to ‘delete’ some syllabus.

Prolonged absence manifests as lack of learning continuity. Learning continuity is considered necessary during primary school not just for building the capability but also for developing adaptive skills. In contexts of discontinuity children face at least two levels of adaptation problems: one, that their conceptual learning has suffered due to absence and thus instances of anxiety and stress has negative effects on learning and behaviour in children and two, lead to academic and social difficulties. Teachers recognise this as a wastage of learning time due to conceptual repetition; prolonged absence leading to conceptual gaps and ‘disconnected knowledge’; and finally as possibilities of learning loss as such.

6.6.2 Concerns Emanating from Teacher Conditions

6.6.2.1 Acontextual Teacher Training

7 respondents pointed out their inability to create *particularised* pedagogies that would respond to the needs of the learners. Highlighting language as the key ingredient in creating the most appropriate pedagogy (refer to intersubjectivity above). What the teachers are indicating can be taken to mean their struggle in not just creating an intersubjective space which will then invite the learners but sustaining them in it. Note that creating, sustaining and holding the intersubjective space is a non-negotiable prerequisite of pedagogy.

6.6.2.2 Monolingual Pedagogy with Multilingual Children

7 respondents (including 2 educational officers) highlight that a monolingual pedagogy is dished out to multilingual children. While research shows that multilinguality is an advantage and a

crucial pedagogical resource, in classrooms here multilingualism is neither celebrated nor acknowledged in everyday classroom transactions. The message that is sent out is that their resources are of no utility and their educational progress can happen only in Hindi. As Panda points out, inability to navigate her education in Hindi gets pictured as ‘failure’- but whose failure?

6.6.2.3 Cultural Alienation Impacts Learning and Strengthening of Learning

RES 13 highlights two significant but intertwining aspects: language and cultural elements in academics (community life as well as school environment). He points out that if teachers are conscious of the two thresholds of language use- the first being *conversational in nature* and the second being *academic in nature*, they will attempt to demonstrate the difference and that would also be an eye-opener for learners. Pedagogically building in the cultural elements to move the child from concrete to the abstract would happen naturally. But since teachers' own language abilities are far from satisfactory, teachers' work too is far from satisfactory.

Excerpt 6.31: “शिक्षकों बच्चों को दो तरीके से पढ़ाना चाहिए। पहला उनको उनके संस्कृति से जोड़कर या उनके कुछ अनुभव से जोड़कर और दूसरा अकादमिक रूप से, लेकिन शिक्षकों को बच्चों की भाषा न आने की वजह से या उनकी संस्कृति के बारे में जानकारी न होने की वजह से वह अच्छे से बच्चों को सिखा नहीं पाते हैं।” EDUOFF13

6.6.3 Concerns Emanating from Teaching Conditions

6.6.3.1 Effect of the Environment (geographical and living) on the Child's Learning

An oft cited condition in which teachers work is that of ‘prolonged absence’ i.e children do not return back to school after their designated holidays- winter/festival/summer vacations (refer to prolonged absence above). Why is it so? The reason mentioned is the nature of the environment.

The geographical location and terrain is mobility-wise inaccessible. In some areas vehicles ply on specific days because of the nearby town fair. Rest of the days there is no transport available, forcing the children and their parents to wait for the day of the village haat when the child would drop off in the school and the parent will do her work as well. Helplessness and not convenience should be noted here.

- i. Immediate financial needs and familial conditions owing to the impecunious living conditions, require the daughter to work for a period before she can earn enough to leave some

money back and carry some with her for her 'needs' and educational expenses such as books, prints, maps etc.

- ii. Absence of a print rich environment both in its community life as well as its familial space is pointed out as a problem by the teachers which not only is a problematic deficit description and perspective of the children in school but also violative of the pedagogic principle that teaching start from what the child knows rather than what she doesn't.

6.6.3.2 Parenting Sources that Affect Teaching Conditions

Parenting styles, parents' attitude to education and educational 'follow up', educational utility and development have been a constant reason as to why the ITM girls tend to experience learning poorness. As RES FF says, parents, even the primary school parents, are not active participants in their child's school life. They just send and do not follow up like in city schools' parents. This makes a huge difference for the child. While lived experiences related to homework completion, project, holiday homework are cited to describe parental responsibilities, RES CC points that the fault is not the parents too. They see that practically there is no difference between the girl who attends school from one who does not, given that employment in state institutions has become extremely competitive and very rarely are parents seeing their girls (forget even boys) getting employed. So the motivation to aspire high for their daughters is reduced as well.

6.7 Why don't the Girls at KGBV have Equal Learning Opportunities?

6.7.1 Policy-related Reasons

6.7.1.1 Exclusive Spaces need Special Pedagogic Attention

Excerpt 6.32: स्कूल हैं कस्तूरबा केंद्रीय लेवल का है और बाकी जो स्कूल है उनका और हमारा थोड़ा सा अलग हो जाता है उस हिसाब से हम यहां पर जो केंद्रीय लेवल के जो टीचर है वह होने चाहिए या फिर हमको उनके जैसा प्रशिक्षण देना चाहिए ताकि हम बच्चे को बेहतर तरीके से सिखा पाएँ (RES23)

Very few teachers recognised the fact that KGBV schools are exclusive spaces created for the girl child and hence exclusive spaces need to recognise the specific needs of the girl child and then create pedagogues of that nature. Exclusive educational spaces require exclusive pedagogic efforts. Yet the teacher in her excerpt above points out that what is given in the name of

‘equality’ is what has been designed for the ‘others’. Additionally the teacher points out that they as teachers should be given special training . The training component has been constantly pointed out as a reason at both the in-service and the pre-service levels.

6.7.2 Practice-related Reasons

6.7.2.1 Additional Responsibilities Compromise Teacher Time on Academics

All the teachers are trained to teach their respective subjects and so it is presumed that they would customise their pedagogies in that direction. Yet the nature of the school management in the KGBVs is such that all the teachers have been part of the ‘management’ even when KGBV Guidelines indicate staff specifically for the ‘wellbeing’ of the students. As the excerpt below indicates, additional duties given to the teachers reduces their attention towards their academic engagements. We noticed during our field work that despite the presence of an ANM, the class teacher had to accompany the child to the PHC. This meant that the teacher would then miss out on the rest of her scheduled classes with the other students. Absence of Staff quarters only make it difficult for additional classes to be taken as well.

Excerpt 6.33: “हम प्रशिक्षण लेकर आते हैं प्रशिक्षण में बहुत कुछ सिखाते हैं कि बच्चों को यह करना है कैसे Treat करना है लेकिन जब हम स्कूल आते हैं तो स्कूल में इतने सारे काम रहते हैं तो हम बच्चों को आधा सिखाते हैं फिर ऊपर से आदेश आता है नहीं पाठ्यक्रम को पूरा करना है तो जो गतिविधियां बताई जाती है ना उसको हम अच्छे से बता नहीं पाते है बच्चों को, तो उसके वजह से क्या है हम बच्चों को सिखा नहीं पाते और बच्चे सीख नहीं पाते हम पाठ्यक्रम के पीछे अरे इसको पूरा करना है। जो वहां से जितने भी ट्रेनिंग लेकर आते हैं उसको हम लोग फॉलो नहीं कर पाते हैं” RES25

6.7.2.2 Stunted Teacher's Imagination of how to Encourage Local Languages in Class and thus Break the Learners' Silences.

Excerpt below comes from an educational officer who is conscious of the ‘silences’ in class. He points out that all the teachers in the KGBV schools (as well as ZPHS) know Chhattisgarhi and the students too know it. IT could be a link language for the child to be brought into the class and encourage the child to ‘speak’ but none of the teacher would do it. He questions WHY? His concern is that the pedagogical imagination is somehow either not available or underdeveloped or is somehow silenced. Ways and means to bring the child into the ‘intersubjective’ space is the teachers agenda.

Excerpt 6.34: “टीचर्स नहीं पढ़ा पाते इस तरीके से। टीचर छत्तीसगढ़ी बोल रहे हैं मैंने जो अनुभव किया है यह मेरा Personal View है। टीचर छत्तीसगढ़ी बोलते हैं लेकिन बुक में जब उसको लेकर आता है ना उस तरीके से उसको पूरा Throughout छत्तीसगढ़ी में Explain नहीं कर पाता। फिर वह वो हिंदी में आ जाता है। टीचर्स हिंदी पर ही Depend होते हैं। वह जानते हैं छत्तीसगढ़ी, उनको यह भी पता है कि उनके बच्चे भी छत्तीसगढ़ी जानते हैं और कभी हम स्कूल में ऐसा कोई अभ्यास नहीं रखते, ठीक है बेटा, गाय के बारे में तुम दो लाइन बताओ, तुम 4 लाइन बताओ, हां अब उस चार लाइन को तुम छत्तीसगढ़ी में बताओ ऐसा हम कभी नहीं करते” EDUOFF13

6.7.3 Pupil-related Reasons

6.7.3.1 Long Holidays Affect other Stakeholders

Equal Educational Opportunity needs to be converted into equal learning opportunities and that requires the learners to take active part in the process. With learners taking long absences and parents not being bothered about it, how can ELO happen? Long absences impact continuity in learning, progression in the conceptual knowledge and above all genuine attempts to bridge possibilities of learning gaps. All the above are rendered useless with mere absence. The teacher points out the consequences for herself as well as other students.

Excerpt 6.35: “यहां कुछ बच्चे ऐसे हैं जिनकी उपस्थिति बहुत कम होती है और जिसका असर उनके पढ़ाई पर पड़ता है, जिसके कारण वे कक्षा में पिछड़ जाते हैं। बच्चे छुट्टियों में अपने घर जाते हैं और स्कूल की छुट्टियां खत्म होने के बाद स्कूल आने में बहुत दिन लगाते हैं। बच्चों को वापस स्कूल भेजने के लिए उनके घर वाले को बहुत बार बोलना पड़ता है पर ध्यान नहीं देते। ऐसा यहां अक्सर होता है बच्चे छुट्टियों में घर जाते हैं और सब भूल जाते हैं। हम आगे नहीं बढ़ पाएंगे और इसकी वजह से जो आए हैं उनके सीखने का समय भी नष्ट होता है” - RESSO7

6.7.3.2 No Deep Learning amongst the Girls

Excerpt 6.36: “....हम बच्चों को प्रेरित करते रहते हैं लेकिन बच्चे ऐसे हैं कि वह किसी भी बात पर या गतिविधियों पर ध्यान नहीं देते हैं हम उनको आगे बढ़ने के लिए बहुत प्रेरित करते हैं अपने तरफ से पर बच्चे ध्यान नहीं देते. पढ़ाई क्यों करें? इसका कोई जवाब नहीं है. इसलिए पढ़ने का जुनून भी नहीं है. बहुत कम ऐसी बच्चियां है जिन में जुनून दिखता है” - RES23

Excerpt above indicates a teacher's sense of despair at not being able to see a deep engagement in learning from the students' side. While this lament is seen as a description of a scenario, the

question of Why does such a scenario exist? What triggers lack of attention? How does it contribute to learning poorness and above all how does it affect Equal Learning Opportunities? Need to be asked. Primary among them as the teacher above indicates is the lack of a 'learning obsession' and a lack of a reason to study. This teacher's view is then that 'girls do not convert the educational opportunity into a learning opportunity.

6.7.4 Parent-related Reasons

6.7.4.1 Support for Learning Missing

Excerpt 6.37: “खानपान की दृष्टि उनका जो स्थिति आर्थिक स्थिति या फिर माता-पिता का जो व्यवहार है वह किस तरह का है उनका रहन सहन कैसा है उसके आधार पर वह अपने जो बच्चे का पालन पोषण करते हैं तो मतलब एक अच्छे पालक का अगर गुण ना हो तो बालिकाओं के पढ़ने लिखने में या आगे बढ़ने में कांटे पैदा करती है जैसे माता-पिता नशा का सेवन करते हैं तो उसके कारण उसका जो है सोच विचार वह बदल जाता है तो वह बच्चे ना खुद के स्वास्थ्य की देखभाल कर सकते हैं मतलब खुद का देखभाल सही ढंग से नहीं कर पाते और ना बच्चों का देखा सही ढंग से कर पाते हैं माता-पिता ध्यान नहीं दे पाते कि बच्चे को कब क्या चाहिए उनकी आवश्यकता क्या है अच्छे पालकत्व का अभाव इन बालिकाओं की सीखने और सफलता को प्रभावित करती है” - RES 27

An oft cited reason for why girls from the ITM community do not have equal learning opportunities has always been related to the parents. While the word labelling is definitely not used in the familial background over here there seems to be a built-in presumption that the teachers' voice as parents presumptions that girls are meant to be taken care of only for a certain period and to be married off as early as possible. Therefore the purpose of a girls education is definitely not as ingrained as it ought to be or as it is with parents from educated backgrounds also being voiced quite vehemently. Genderization i.e. societal structure for gender specific roles and how they ought to be followed is quite deeply ingrained and this the teachers have problematised.

The problem comes in the form of several teacher expectations: parents' involvement in child's education; holiday work completion and resources for completion; recapping/revising lessons during holidays and finally ensuring learner attendance to school after vacation are a few to name.

Excerpt 6.38: “बच्चे के माता-पिता ऐसे सोचते हैं कि बच्चियां पढ़ कर क्या करेंगी? उनकी सोच है कि पढ़ाई का कोई महत्व नहीं होता है आखरी में तो उनको घर का ही काम करना है, इसीलिए यह लोग अपने बच्चों की पढ़ाई पर ज्यादा फोकस नहीं करते, उनकी पढ़ाई पर ध्यान नहीं देते। पलकों में ही पढ़ाई का स्तर कम है तो वह अपने बच्चों को कैसे प्रेरित करेंगे।” -RES23

Excerpt 6.39: “.... बच्चा घर जाकर क्या कर रहा है, मोबाइल चला रहा है, खेल रहा है, तो उसे वहां उसको पढ़ाई करने के लिए प्रेरित नहीं किया जाता। बच्चों के घर वाले इस बात पर ध्यान नहीं देते, जिसके कारण बच्चा भी अपनी पढ़ाई पर ध्यान नहीं देता, तो इसका असर उसकी पढ़ाई पर दिखाई देता है। अगर घर में कोई पढ़ा लिखा हो तो थोड़ा सा बच्चा भी एक्टिव रहता है ऐसा मैंने बहुत बच्चों में देखा है।” -RESSO7

6.7.4.2 Parents Encourage too many Holidays

Excerpt 6.40: “यहां के बच्चों में बहुत सारी छुट्टियां लेने की प्रथा या आदत है। यहां के माता-पिता को मैं नहीं आता कि अनगिनत छुट्टियां लेने की वजह से बच्चे पर क्या बच्चे की स्कूल की गतिविधियों में क्या आंसर आते हैं। एक तो यह कि सीखने की प्रक्रिया टूटती है। एक कंटीन्यूटी नहीं रहती है मैडम। दूसरा यह कि किया जाता है जिसको बच्चे को भरपाई करनी पड़ती है। तो आप NEP में पढ़ते हो 'learning gap' पैदा हो जाता है और जो बढ़ता है।” - TEDUOFF72

Often cited and repeatedly pointed out (in all the four states) is that the girls end up taking a lot more holidays and actually schedule in the school than allotted in the school academic calendar. Their point being that despite explaining why the girls should be back in school or how they can help, such support is missing. We contend that two distinct questions need to be asked: why do the ITM girls take more holidays than actually scheduled? and what consequences does it have (if it all) for learning poorness?

Conclusion

This chapter presented the analysis of the data collected from the 4 KGBV schools of Bastar and Kondegaon (Chattisgarh) with respect to the four research questions that we had constructed. We find that assessment of well-being based on spaces and factors has been an enlightening one at two levels. One is that the nature of infrastructural availability and functionality (both soft and hard infrastructure) along with the sensitivity with which the ITM girls are understood and

respected is a major factor in creating a Care and Conducive environment for living and learning. Two, that the perception of being respected and treated with respect has to be perceived and lived through experience of the school and schooling. When one of the two is not in place, we have a school as a 'place' but not as a 'space' where enabling and capacity building is concerted. Learning poorness is evidenced across the different test measures. Attention is drawn to the fact that not only are scores low on the grade-appropriate test levels but also on the tests of lower grade-levels. Teachers in these contexts are definitely conscious of the existence of learner poorness and have logicised why they think learning poorness exists. Consequently, they recognise that the construct of 'Equal Educational Opportunity' may not be realised as such for the ITM girls unless the construct of Equal Learning Opportunities is not factored in despite all its messiness (refer to Chapter 2, discussion on the paradox of 'equal opportunity' and learning curve). Different stakeholders then present different sets of 'causative factors' as to why ITM girls do not have as intense and as many opportunities as they ought to have for realising their educational rights.

CHAPTER 7

Learning Poorness, Learning Poverty Equal Educational Opportunity as Enabling Equal Learning Opportunity: The Case of ITM girls in KGBV Schools of Gadchiroli, Maharashtra

7.1 Introduction

KGBV School is an exclusive space designed with specific objectives for the girl child in general. In order to assess the educational context of an ITM girl's educational experience in KGBV school, we adopt Edward Soja's *Third Space* theory. Soja sees any 'space' as socially produced and hence the space serves as a tool for thought, for action, for control and for dominance. He argues that the first space is the manipulatable, concrete, objective and measurable aspects of a space. So starting from hard infrastructure to soft infrastructure to other physical aspects are a part of this space. The second space is an imagined possibility within the physicality of the first space. So what kinds of interventions that can be designed in the space constitute the second space. So discourses of planning can revolve around specific problems and interventions: problems such as drop out concerns, educational achievement, girl child education possibilities, enhancing the educational development of the girl, the community and the region as a way to address the backwardness of the area. Third space is actually the living space. This is the space where the first space and the imagined second space blend to create a subjective and lived third space. This is the space where we know whether the *imagined aspirations* of the policy-maker/planners have actually materialised into reality and realistic expectations for the girls. Following this theoretical schema, this chapter will engage primarily with the lived space realities of the ITM girls of KGBV. Hence we first present the concrete and measurable aspects of the school followed by girls' experiences, both of well-being and education, in the school.

7.2 The Locational Specificities of the Schools

Heads	Sub-Heads	School 1	School 2	Researchers Observation
Location		Indaram* (Aheri) Gadchiroli Maharashtra	Etapalli** Gadchiroli Maharashtra	*About 10 kms away from Aheri with sparse transportation options (only autos) **About 40 kms from Aheri with sporadic transportation options (city bus, autos)
Strength of the School	All Schools from 6 th to 10 th	234**	227**	**As per allotted numbers, additional students are usually accepted due to high demand and special recommendations from the Sarpanch/CWC.
Academic Space	School Building Type (storeyed)	2 Storeyed	2 Storeyed	Building is closed and secure, with a compound wall and gate. The top floor is used for residential purposes, and the ground floor is used for academic purposes.
	Classrooms	5	5	For teaching purposes only.
	Furniture for Students in Classroom	Yes*	Yes	*6th class students have no furniture.
	Furniture for Teachers	Yes	Yes	Table and Chair are provided
	Sitting Capacity of a Class (approx.)	Under equipped	Under equipped	*All classes are over subscribed.
	Ventilation	Adequately Ventilated	Adequately Ventilated	Windows and doors on either side of the room.
	Laboratories and Special	Available but	Available but non	Teachers use YouTube to show experiments.

Subject Rooms	non functional	functional	
Learning Materials such as charts, posters used in classrooms	Yes*	Yes**	*Most of the time, these are charts of concepts copied from textbooks as part of project work. **Live working models were found here for Science.
Computer-Aided learning	Not Available	Not Available	Neither computers nor teachers who could enable computer classes were available.
Library (Room for Reading) + Librarian + Books	Books available but No reading period or librarian*	Books available but No reading period or librarian*	*Well-established library with books in multiple languages, sponsored by TATA
S.O. Room	Yes	Yes	Available with furniture and toilet.
Staff-Room	Yes	Yes	Available with furniture.
School Hall	Yes	Yes	Used for meetings, celebrations.
Textbooks (TB) and Notebooks (NB) supplied by State	TB-Yes NB-yes**	TB-Yes NB-yes**	**Although the requirement is for 18-27 notebooks, children are given only 9 notebooks.
Number of Teachers and Teacher-pupil Ratio	7; 1:34	5; 1:47	Exceeds the teacher-pupil ratio of 30:1 as per NEP-2020.
School is Staffed according to the Implementation Guidelines of KGBV	No*	No*	*Cleaners, sanitation workers are not recruited hence children clean toilets and classrooms Teachers, a principal, a warden, and non-teaching staff such as accounts, computer operators, cleaners, sanitation workers, cooks, and watchwoman, chowkidar, peon are all required according to the Implementation Guidelines of KGBV.
School Boundary Wall	Yes	Yes	** Children highlight the wall as the reason for feeling safe.

	Electricity Connection	Yes	Yes	Solar power available.
	Safe Drinking Water (working RO/purifier)	Yes	Yes	Water sufficient and RO functional.
	MoI	Marathi Medium	Marathi Medium	As per state language policy.
	Language Concordant or Language Discordant	Language Discordant Pedagogy *	Language Discordant Pedagogy *	*Different school and home language *Very few teachers speak the children's language. All of the children speak languages such as Gondi, Madiya, Telugu.
	Community Interaction present in Academic Space.	Yes	Yes	No community representation as such; community interaction is only in the form of and through SMC.
	Special Educator (Available)	No*	No*	*Every class has at least one child with Dysgraphia and Learning difficulties
	Teacher Trained to Identify Special Education Needs	No	No	*Girls with low literacy progress could be mistaken as affected by developmental disorders or as dysgraphic, and none of the teachers are trained to notice/record a child with learning difficulty.
	Classrooms Separate from Residential Building	Yes	Yes	Separate classroom and residential spaces were found.
Residential Space	Building Type	2 Storeyed	2 Storeyed	The top floor is used as a dormitory, with beds and bedding on shared beds.
	Cupboards	No*	No*	*Children keep their luggage in a trunk box under their beds.
	Ventilation	Yes	No*	*Cramped accommodation; shared by 2 to 3 children. Rooms not well-lit and airy.
	Furniture (Beds, Mattresses)	Yes* (Bunker Beds)	Yes* (Bunker beds)	Due to a lack of beds, some children share beds.

Washrooms (Toilets) and Toilet Usage Ratio	7* 1: 33.3	6* 1:37.8	*Including the toilet in SO's room. Exceeds the specified 1:15 proportion as per National Building Code (NBC).
Open Tank, Sewer, Septic Tank	No	No	No threat to health and safety exists.
Dormitory Protected Against Mosquitoes, and Other Such Harmful Pests-Insects	Yes	Yes	Medicated mosquito nets are supplied given that this area has Type II malarial infestation.
Sufficient Water Supply	Yes	Yes	Ground water as well as potable, treated water is available.
Fire Extinguishing Equipment	Yes*	Yes*	*No one knows how to use the equipment; no fire emergency training is provided; and the equipment is installed in the wrong location as well.
Menstrual and Other Utilities Provided by School	Yes*	Yes*	*Sanitary Pads are only available with the ANM. Children use as per requirement.
The Food is Cooked According to the Menu	No	No	Menu is not followed.
Display of Nutrition Values of Food	No	No	No specific requirement to display this information. There is nothing in the State Implementation Guidelines about dietary needs.
Dining Hall (Available and Functional)	No*	No*	*Children eat in the spaces near the kitchen, corridors, and verandahs.
Kitchen (Available and Fit with Safety Standards)	Yes*	Yes*	*Fire safety equipment not placed in the kitchen;
Medical Checkups (Body, Dental)	Yes*	Yes*	*Body Check-ups happen; No Dental Check-ups.
Health Officers Available on Premises	No*	No**	*ANM is not available; only first aid is available, and the school is located far from PHC. **School is close to the hospital.

	Mental Health Counsellor on call (Available)	No*	No*	*According to NCF 2005 and NEP 2020, all teachers felt this was a necessary requirement.
	Teachers trained to handle mental health concerns of children	No	No	*In-service-training focused on menstrual health. Teachers felt the need for this training.
Recreational Space	Playground (available)	No	No	Even the space immediately close to the school gate is not adequate if 200 children decide to play.
	Dedicated period only for games	No*	No*	*Games and Sports are not scheduled in the 9:00 -4:00 timetable According to NCF 2005 and NEP 2020, all teachers agreed that this was a necessary requirement. After 4:00 to 5:00, the day is open for games and other activities.
	Dedicated Sports training	No*	No*	*Even though girls represent their districts in district meets, separate coaching for athletics, kabaddi, etc. is not available.
	Sports equipment (available)	Yes*	Yes*	*During our field trips across the states, students requested dedicated sports and games teachers as well as equipment.
	Sports Coach (available)	No	No	During our field trips across the states, students requested dedicated sports and games teachers as well as equipment.
Community Space	Community food cooked	No	No	Major reason for unhappiness in the school space.
	Celebrate community festivals	No	No	Cited as the primary reason for extended holidays and missing classes.
	School calendar accommodates community needs/meets/festivals	No	No	None of the community festivals are accommodated in the school holidays. The S.O. frequently declares them as local holidays.
	Community a part of the school ecology	No	No	Neither the school's linguistic landscape nor the curricular activities invite community members.

	Amenities for community members when visiting	None	None	Parents have to wait outside the gates to meet their wards on weekdays. Either the third or fourth Sunday is allotted for visiting children.

7.3 Are the Girls ‘Well’ in School?

At the core of a student's experience in school is their well-being, which encompasses various aspects such as academic performance, social connections, and cultural involvement. A focus on well-being can lead to a range of positive outcomes, including increased motivation, reduced disciplinary issues, and a more enjoyable school experience. This underscores the importance of prioritising student well-being, as it not only benefits individuals but also communities and nations at large (Bücker et al., 2018)

a. Participants

The tool was administered to N=44 grade 8 students from four KGBV schools in the Indian state of Maharashtra, namely KGBV Etapalli and KGBV Indaram. The respondents' ages ranged from 13 to 15 and were speakers of Gondi, Madiya, Marathi, Telugu, Hindi. The well-being questionnaire was administered only to Class 8 students and not to Class 6 and 7 students because we believe that Class 8 students, having spent more than two years in school, are better accustomed to the school environment and practices and are therefore better equipped to comprehend and respond to the questionnaire's questions. On the other hand, Class 6 students who had just started school when this test was given might not have been able to understand the questions. Hence, a convenient sampling method was adopted to involve those students who were more accessible and readily available to provide their data and inputs on the status of student well-being in these schools.

b. Procedures

On the basis of a structured questionnaire focusing on the perceived and subjective well-being of KGBV pupils, a mixed-methods study, i.e. a questionnaire followed by Focus Group Discussions with the learners was conducted. Additionally, researchers' assessment of the aspects that contributed to each of the factors under well-being were independently documented. The instruments were administered alongside achievement tests on field trips between June and November of 2022. Since, the survey also aspired to measure specific aspects of well-being, such as absence of stress and anxiety experienced by students, the level of engagement and sense of belonging experienced by students. Focused Group Discussions were conducted with students to

gather more detailed information about their experiences and perceptions of the school environment particularly useful for gathering information about specific aspects of well-being, such as the level of support provided for physical and mental health and well-being. The questionnaire was intended to be self-administered, however, we decided to assist children in completing the survey due to their age, language ability, education level, and comprehension of the survey issue. We observed that the KGBV children required assistance to comprehend the questions and provide clear answers. To ensure that the survey findings truly reflect the child's experiences and viewpoints, the same questionnaire was used to guide discussions during the Focused Group Discussions. Ethical considerations were primary. Students were not obligated or mandated to complete the questionnaire for the study. Before administering the questionnaire, its objectives and context were explained to the participants. Those who did not intend to complete the survey remained in class but had free time. The facilitator's presence afforded students the option to seek clarification on the nature of their queries, if necessary. To protect the privacy of the participants, the completed questionnaires were encoded by school and by students.

c. Process of Analysis

Three-layered-onion-ring analysis is attempted. First, a descriptive and inferential statistical analysis to understand and interpret what the ITM girls have rank-ordered in the likert is attempted. The Focus Group Discussions with the girls are then brought in to understand why the nature of ranking is as such and finally the researchers' observations along the School Well-Being scale and the discussions with the school-in-charges are brought in to further explain the well-being context of the ITM girls. Pearson Product Correlations were done to identify the relationship between specific factors that contribute to the students' well-being in KGBV schools for ITM girls. In addition, our analysis seeks to identify any correlation between the factors so that we can better understand the causes of these outcomes and identify areas where the school's educational processes, care and counselling services, infrastructure and coordination design for an enabling and safe school environment be designed.

7.3.1 What does the Analysis say about how ‘Well’ the Girls Feel in the School Space and Why?

7.3.1.1 Within Space-wise Correlations

Space-wise correlations of perception of being ‘well’ were done to understand how their perception interacts with the space in which they live.

a. Why was a strong correlation was found between residential and recreational spaces?

Academic, recreational and residential spaces have a significant impact on learner's disposition, motivation, and well-being. Students engage in learning activities that are of interest to them in the classroom, which can lead to feelings of happiness, calmness, and vitality. This sense of engagement and interest in learning can have a positive impact on academic performance and motivation to continue studying.

Similarly, in the hostel, students are free to pursue interests such as painting, playing music, or singing songs. This freedom can lead to feelings of happiness and relaxation, which improves mental health and well-being in general.

Feeling safe and getting adequate rest are also crucial to the academic success of students. If a student feels unsafe or insecure in their living environment, it can hinder their ability to concentrate on their studies. Similarly, if they do not receive sufficient restful sleep, they may feel fatigued and unmotivated to participate in academic activities. These excerpts indicate the extent of safety girls experience in their dormitories.



Excerpt 7.1: *“Before I came to the KGBV, my home life was really hard. My family didn't have enough money for food or clothes, and we didn't have a proper place to sleep. Sometimes I felt really scared and unsafe. But when I came to the KGBV, it was like a completely different world. I had a clean, comfortable bed to sleep in, and I got to eat three meals a day. The teachers and staff were always there to help me if I needed anything, and they taught me so many new things. Even though I missed my family sometimes, I felt so much happier and safer at the hostel. Now, I know that I can have a better future because of the education I'm getting here.”* - Students at KGBV I

Excerpt 7.2: *“Hostel is where we get to be ourselves, telling stories, jokes, singing..... I like it*

here.” - Students at KGBV E

Excerpt 7.3: “*Lessons that I don’t understand, I can ask my friends to explain and they do it in our bhasha*”. - Students at KGBV I

- b. Similarly a weak correlation was found between community space and recreational spaces ($r=.251$, $p=.05$) and community space and residential space ($r=.219$, $p=.05$). Why?***

Excerpt 7.4: “*I like learning about different cultures and traditions, but we do not have anything related to our people's culture here.*” - Students at KGBV I

The recreational space is geared towards providing opportunities for various forms of physical activity as well as leisure. In a similar vein, the residential space places a high priority on the creation of a comfortable living environment for the students. However, neither of these spaces takes into account the community-based cultural interests, needs, or preferences of the ITM girl children who live there, nor do they reflect the cultural traditions and practices that are observed by the ITM girl children. It is also possible that the community space is not integrated into the academic, recreational and the residential space due to the limitations imposed by the policy. In addition, the community space may be overlooked by the administrators and planners because the recreational and residential spaces may be focused on more practical and functional aspects of school life and are not the core components. This explains the absence of any community-based representations in the décor of residential spaces, such as tribal motifs, traditional clothing, and handicrafts. Likewise, the recreational area should feature options that speak to their unique culture. Traditional games and sports, cultural art forms like dance, music, and drama, and opportunities to participate in cultural celebrations and festivals are all examples of what might be included in such a recreational space that integrates the cultural aspects of an ITM child. There can be a focus on preparing and serving food using time-honoured techniques and regional specialties. The administrators can create a setting that is culturally sensitive, inclusive, and respectful of the unique heritage and way of life of ITM girl children by designing living quarters and recreational areas that are reflective of those traditions and practices. Schools can give students a sense of belonging, pride in their identity, and opportunities to engage with and

celebrate their cultural heritage by incorporating elements of cultural tradition and practice into these spaces.

c. Why? No correlations were found between academic space and the other spaces.

Excerpt 7.5: "We like Kasturba, but we only focus on studying. I wish we could have more fun activities". Students at KGBV E

Excerpt 7.6: "Everywhere you look, there are interesting facts and lessons painted on the stairs, walls, and corridors. It makes learning fun and exciting! Plus, we have a really cute and rich children's library where we can go and borrow books in different languages. And if a book gets damaged, we have a book hospital with all the tools needed to fix it." - Students at KGBV I



It appears that the primary objective of the KGBVs in Maharashtra is to promote academic success; as a consequence, the academic space is accorded a higher priority and receives a greater allocation of resources than the other spaces. Because of this, there might not be as much integration or correlation between academic and other spaces as there otherwise would be. It's possible that the way the school approaches education does not place a high priority on integrating academic and other kinds of spaces by placing an emphasis on classroom learning, which might not necessarily lend itself to the integration of cultural, residential, or recreational spaces into the school's objective. ~Impact of (absence of recreational activities) on academic performance.

7.3.1.2 Within Factor Correlations

a. Factor specific correlations showed that there was a significant and moderately strong correlation between health and safety ($r=.558, p=.00$), motivation ($r=.686, p=.00$), and participation ($r=.582, p=.00$), but a weak correlation with happiness. WHY?



It is possible to provide an explanation for the significant and moderately strong correlation between health and safety, motivation,

and participation by pointing to the fact that these factors are interrelated and have the potential to positively influence one another. For instance, if students have the perception that they are living in a safe and healthy environment, they are more likely to be motivated to engage in both academic and extracurricular activities. On the other hand, students who are motivated to participate in activities are more likely to place a higher priority on their own health and safety in



order to continue participating in the activities. The fact that there is only a weak correlation with happiness may be attributable to a number of factors that are inherent to the setting of residential schools in general and KGBVs in specific. For example, we found that the students here had a higher propensity to suffer from homesickness or to experience feelings of alienation from their families and communities. This was demonstrated by the fact that several students attempted to elude their wardens and leave the school. It appears as though the school places a greater emphasis on the academic success of the students, their physical health, and their physical safety than it does on the girls' mental and emotional well-being. In addition, the KGBV environment does not feature any particular program or activities that are geared towards the promotion of happiness, which results in a weak correlation between the two variables. The emotional well-being of students also has not been prioritised in the school's curriculum or activities, and the school has not offered students sufficient opportunities to build social connections or participate in activities that promote happiness in sufficient numbers. Although there is a young medical professional at the nearby PHC who encourages students to talk about their problems, she lacks the training and experience necessary to provide effective counselling or guidance. There also appears to be a lack of concern for students' mental health on the part of teachers and staff, who believe that simply by virtue of being teachers they are already capable of counselling and guiding and thus see no need to acquire such skills.

Excerpt 7.7: *“We like that the school keeps us safe and healthy, but we wish we had more time to do fun things and talk about our feelings.”* - Students at KGBV E & KGBV I

Excerpt 7.8: *“I sometimes feel sad and homesick because I am away from my family and friends for long periods of time. Even though we are allowed to talk to our families over the phone, it's not the same as being able to see them in person.”* - Students at KGBV I

b. Similarly, safety correlated moderately strongly with motivation ($r=.563$, $p=.00$), participation ($r=.551$, $p=.00$), but not happiness. WHY?

Almost all KGBVs prioritise physical safety and academic achievement over emotional health. Though it's possible that factors other than security contribute to a person's sense of well-being, safety is nonetheless crucial for inspiring motivation and encouraging engagement. When children have a sense of safety and security, they are more likely to take part in activities. Safety, motivation, participation, and happiness can all also be affected by KGBVs' tendency towards routine, surveillance, and discipline. Students' emotional well-being may be affected by the residential school's strict adherence to routine, surveillance, and discipline, despite these factors' positive effects on students' physical safety and academic performance.

c. Why is happiness a weak correlation with the other factors?

This weak correlation of happiness with all other factors may explain why students in Gadchiroli's KGBVs were so quiet during the focused group discussions about their happiness. One possible cause is a lack of a nurturing setting in which they can freely discuss their feelings and emotional health. Some students have reported feeling awkward talking about their feelings in class. Furthermore, students here have limited access to emotional expression promoting activities or resources like counselling and mental health programs.

7.3.1.3 Between Space and Factor Correlations

a. Residential space documented moderately strong correlations between health ($r=.669$, $p=.00$), safety ($r=.611$, $p=.00$), and participation ($r=.495$, $p=.00$), while weak correlations with motivation ($r=.292$, $p=.00$), and happiness ($r=.252$, $p=.00$) are returned. WHY?

Before focusing on higher-order needs like motivation and happiness, school administrators make sure that students' physical health and emotional safety are met, as these are the more tangible and fundamental requirements that students have. It appears that students do not have access to resources and information that are intended to support their individual goals and ambitions while they are residing in the KGBVs. This may take the form of educational materials, career guidance, or programs matching mentors with students.

The low level of correlation with happiness can also be explained by the fact that residents are not given sufficient opportunities for learning due to the language concerns and the possibilities of ‘mislearning’ are quite high given the high incidence of peer translation. Furthermore, social interaction and the development of a sense of community are hampered.

b. Similarly, recreational spaces showed strong correlations with health ($r=.751, p=.00$), motivation ($r=.741, p=.00$), and participation ($r=.674, p=.00$), but weak correlation with happiness ($r=.171, p=.00$), and safety ($r=.193, p=.00$).



The lack of well-maintained equipment and adequate supervision, along with a restricted set of outdoor activities, doesn't seem to diminish the learners' engagement and enjoyment of the recreational spaces in KGBVs. Despite not having proper equipment or training, the learners find the time spent in the recreational spaces outside the classroom enjoyable.

In the KGBVs of Gadchiroli, there is sufficient space for physical activities and sports, and these activities are scheduled regularly. KGBV Indaram is particularly noteworthy for having comfortable seating and an aesthetically pleasing environment, which may increase motivation. However, it's important to note that the correlation between recreational space and safety and happiness is weak. It's possible that one's sense of security and happiness in recreational settings may be interdependent, while recreational spaces have a stronger correlation with health, motivation, and active participation.

Excerpt 7.9: *We don't have any equipment or even proper training but still we find our time enjoyable not in the classroom but outside it.* – Students at KGBV E

Excerpt 7.10: *"Whenever we get a break from classes, we always head straight to the playground. It's our favourite place in the whole school! I wish we had more sports and training in them."* - KGBV I students

c. *Academic space correlated weakly with motivation and participation but did not correlate with safety, happiness and health. Why?*

Excerpt 7.11: *“I am here to study and become somebody. I have to go to colleges like yours, so I must study hard. But the problem is that I don’t understand much in class. My friend or ‘tai’ will explain things afterwards but how do I know if I’m learning right? To go to your college, I need English.everything here is in Marathi. How can I then study?”* Students at KGBV I

Excerpt 7.12: *“When you don’t understand what is happening in class then I feel why am I here? Many girls say like this only. ... is this like this with you also? In your school?”* A student at KGBV E



The excerpts indicate two aspects: one that language is a primary consideration for engagement and two, an explicit disposition of the source of stress in the academic space when one does not comprehend. Notice the questioning that whether such sources of stress exist in the academic spaces, such as classrooms and study areas, are frequently associated with academic *stress* and pressure. Learners may perceive academic spaces as places where they must excel academically and meet certain standards. Because learners

may feel overwhelmed or disengaged from the academic environment as a result of this pressure, motivation and participation may suffer. Classroom environments also limit active participation opportunities, such as physical activity or social interaction. Learners, for example, may spend the majority of their time sitting in classrooms or studying alone, limiting their opportunities for active participation and engagement. This may contribute to the lack of a link between academic space and learner motivation and participation.

7.4 Is there any Evidence of Learning Poverty?

As a deliberate choice we picked two locations: KGBV Indaram and KGBV Etapalli both of which had only ITM girls who spoke Gondi as well as SC/ST girls who spoke Telugu. The analysis shows the performance of girls of class 6, 7 and 8 along 5 reading difficulty levels (RDLs) on the x-axis and the mean score on each of the RDLs on the y-axis. Based on the mean

scores for class 6, notice that the learning curves depict a rise-fall-plateauing trend across the five RDLs. A closer look at the curves is warranted systematically.

7.4.1 What do the Language Tests say on Learning Poorness?

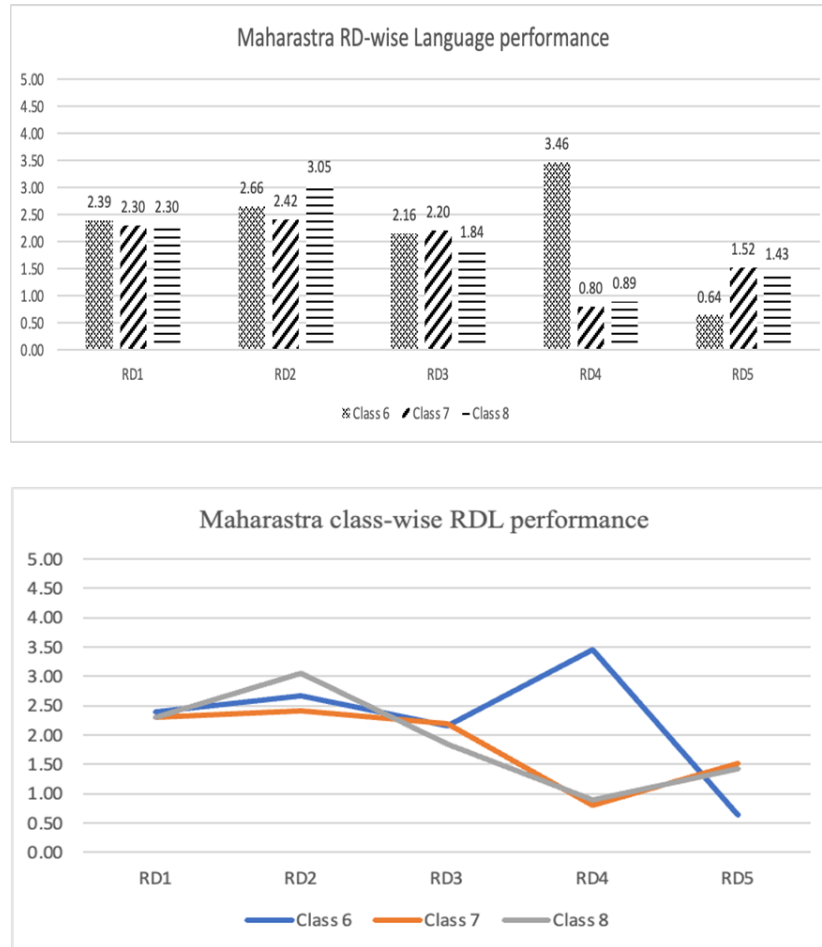


Fig 7.1: Mean scores for Class 6, 7, and 8 on Reading Difficulty Levels

The above line graph depicts the Reading-difficulty level performance of KGBV students in classes 6, 7, and 8. The learning curve for class 8 is seen to follow a downward trend from RDL1

to RDL4, with a slight increase in RDL5. In class 6, a plateauing trend is noticed from RDL1 to RDL3, which saw a hike in RDL4, but RDL5 saw a steep decrease. RDL5 is the grade-appropriate reading level, while other RDLs require lower reading demands. The Class 7 learning curve has been flat until RDL3, with a decrease in RDL4 and RDL5.

Table 7.1: Comparing KGBV Average on Reading with NAS (2021) score: National, State and District-wise								
	NAS-National		NAS-Maharashtra		NAS-Gadchiroli		Gadchiroli KGBV	
	Language	Maths	Language	Maths	Language	Maths	Language	Maths
Class 5	55	44	59	45	49	38	24.85 (class-6)	27.61
Class 8	53	36	57	34	49	32	29.62	35.58

A comparative analysis is done between the mean scores of KGBVs and the NAS 2021 reports. The reading level mean scores of two KGBV schools in the Gadchiroli district differed significantly from the Ministry of Education's NAS 2021 report cards. The national average reading level of class 5 is 55%, while the Maharashtra state average is 59%. NAS average for class 5 and class 8 is 49%. However, the reading level averages from KGBV Gadchiroli are at 45% for class 6 and 38% for class 8. One can notice a drop in reading performance from class 6 to class 8.

7.4.1.1 Inferential Analysis RDLs

A one-way ANOVA test is used to determine the effect of grade on RDL performance, with RD1, RD2, RD3, RD4, and RD5 as dependent variables and Class as the independent variable. Based on vertical comparison from table XX, there is no incremental increase in the performance from RDL1 to RDL5 from across classes 6 to 8, one sees no increase in performance for RD1.

On the contrary, performance for RDL4 and RDL3 has seen a deterioration in performance as one goes from class 6 to class 8.

Across the horizontal comparison for each class, there is hardly any difference in mean scores for class 6 from RDL1 to RDL3 but one can notice a steep rise and an even steeper fall for RDL4 and RDL5. In the case of class 7, there's not much difference from RDL1 to RDL3, but a sharp fall is seen in RDL4 and RDL5. Similarly in class 8, RDL1 and RDL2 performance is indistinguishable but a downfall in RDL3, RDL4 and RDL5 is evident. Although the language tests are developed after taking into account the grade-appropriate reading demands, a common trend is observed among all the classes that they performed their worst in RDL4 and RDL5. In comparison to the first three RDLs, RDL4 and RDL5 are cognitively complex and high-level reading demands.

A One-way ANOVA followed by Tukey's post-hoc was performed to identify the effect of class on each Reading Difficulty Level. ANOVA results suggest that there was no significant difference between classes in RDL1 ($F(2, 156) = 0.077, p = 0.926$). In RDL2, there is seen to be a moderate trend towards significance at ($F(2, 156) = 2.811, p = 0.063$). There is no significant difference found between classes in the case of RDL3, ($F(2, 156) = 1.113, p = 0.331$). But, RDL4 and RDL5 show a significant difference at ($F(2, 156) = 77.963, p = 0.000$) and ($F(2, 156) = 8.684, p = 0.000$) between the classes. WHY?

A post-hoc analysis using **Tukey's HSD** test showed that on RDL1, there is no significant difference between class 6 and class 7, between class 7 and class 8 and between class 6 and class 8. In RDL2, class 8 performed significantly better than class 7 ($p = 0.049$). But, no significant difference was found between class 6 and class 7 and between class 6 and class 8. In the case of RDL3, no significant difference was found between any of the classes i.e., class 6 and class 7; class 7 and class 8; and class 6 and class 8. In RDL4, class 6 performed significantly better than class 7 ($p \text{ value} = 0.000$) and class 8 ($p \text{ value} = 0.000$), no significant difference was seen between class 7 and class 8. In RDL5, class 7 outperformed class 6 significantly ($p \text{ value} = 0.000$), and class 8 outperformed class 6 significantly ($p \text{ value} = 0.004$). But, no significant difference was found between class 7 and class 8.

7.4.2 What do the Mathematics Tests say on Learning Poorness?

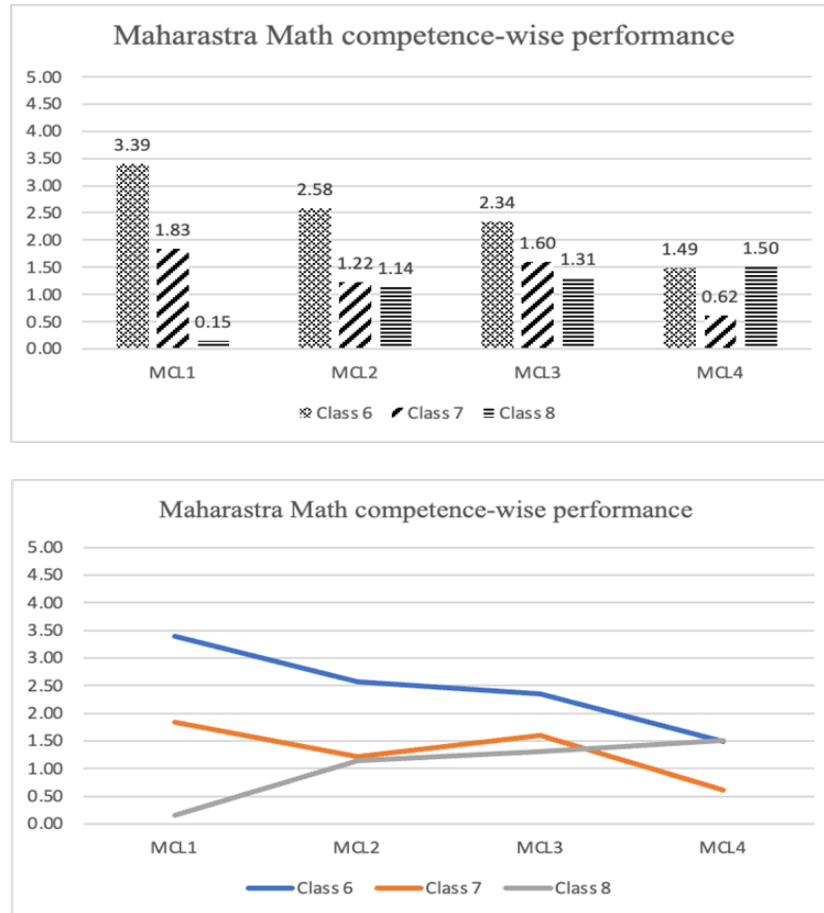


Fig 7.2: Mean scores for Class 6, 7, and 8 on Mathematics competence level.

The above figure is a class-wise performance line graph of the 4 levels of Maths competence. The learning curves in Math are seen to be following a lowering trend in class 6 and class 7. As the difficulty increased from MCL1 to MCL4, the performance showed a steady decrease. On the contrary, in class 8 there is an increasing trend from MCL1 to MCL4. MCL4 (x) is the class-appropriate Maths test, whereas MCL1(x-3), MCL2(x-2) and MCL3(x-1) are at the level of competence of their previous classes.

Maths performances with the averages from NAS 2021 reports are illustrated in (table, 7.1) . The national average for class 5 students on Math is seen to be 44%, while in Gadchiroli KGBV, the class 6 Maths averages are only 28%. In class 8, maths performance in KGBV Gadchiroli is the same as the national maths average. The NAS Gadchiroli district average of 38% and the

Maharashtra average of 45% for class 5 are significantly higher than the KGBV Gadchiroli class 6 average of 28%.

7.4.2.1 One-way ANOVA Analysis MCLs

A one-way ANOVA is performed to establish the impact of class on the MCL performance. From the mean scores and p values, there is a significant difference between class 6, class 7 and class 8 in all 4 MCLs. A large F-value in MCL1 ANOVA results i.e., $F(2, 156) = 60.79$, $p = 0.000$ shows that there is a great variance among the group means (6, 7 and 8 classes). In MCL2, $F(2, 156) = 23.60$, a significant difference ($p = 0.000$) is observed where class 6 performed better than class 7 and class 7 did better than class 8. In MCL3 [MCL3- $F(2, 156) = 10.33$, $p = 0.000$] too, significant differences were observed where class 6 performed better followed by class 7. A significant difference at a p value of 0.000 is observed in MCL4 [$F(2, 156) = 13.80$, $p = 0.000$] as well.

Upon vertical comparison in RDL1 mean scores and p-values of ANOVA results, the performance fell from class 6 to class 8, instead of the expected improvement in performance as one advancing to higher grades. RDL1 has a mean score of 68% in class 6, 36% in class 7 and an appalling 3% in class 8.

The Tukey's post-hoc HSD test shows that in MCL1, class 6 did significant better than class 7 (p value= 0.000), class 7 did significantly better than class 8 (p value= 0.000) and class 6 did significantly better than class 8 (p value= 0.000). In MCL2, a significant difference was found between class 6 and class 7; and class 6 and class 8 at a p value of 0.000, but no significant difference is seen between class 7 and class 8 (p value= 0.933). In MCL3, class 6 performed significantly better than class 7 (p value= 0.003) and class 6 performed significantly higher than class 8 (p value=0.000), but no significant difference was observed between class 7 and class 8 (p value=0.418). MCL4 has a significant difference between class 6 and class 7 (p value=0.000), and class 7 and class 8 (p value=0.000), but no significant difference between class 6 and class 8 (p value = 0.999).

It is worth noting that performance in all classes has been below 50%.

7.4.3 What do the Problem Solving Tests say on Learning Poorness?

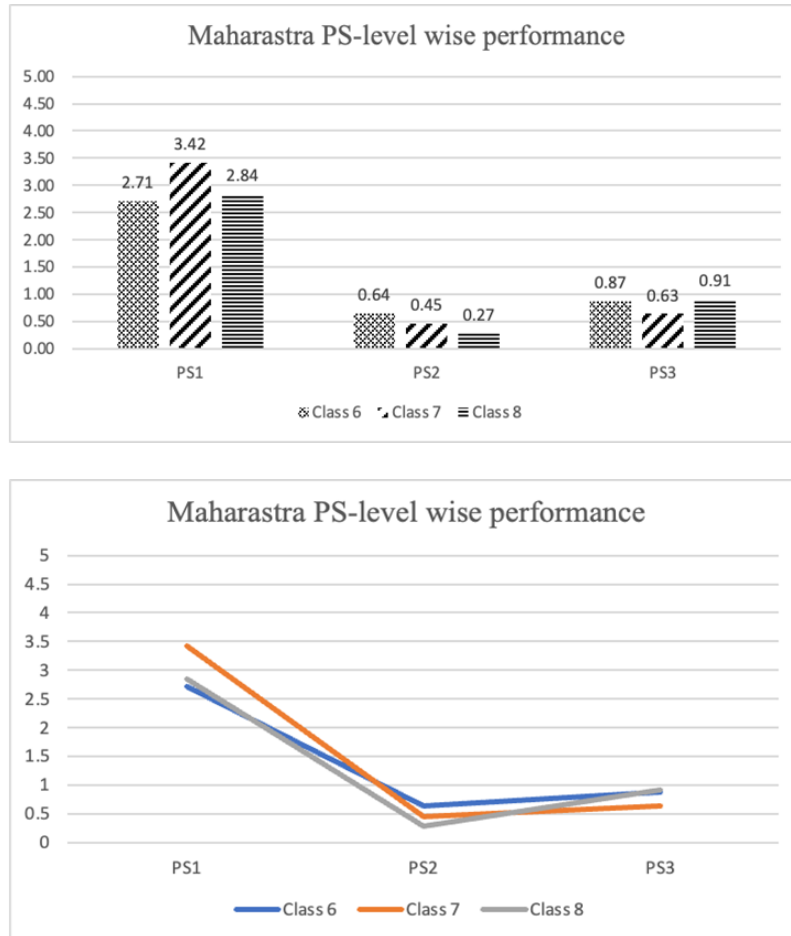


Fig. 7.3: Mean scores for classes 6, 7, and 8 on Problem Solving competence-level.

The line graph shows PS level-wise performance of KGBV Gadchiroli students across class 6, 7 and 8. One can notice that there is a steep fall in the problem-solving level-wise performance of class 6, class 7 and class 8 students of KGBVs in Gadchiroli district. As the items in PS level 1 deal with analogical and deductive reasoning, the student performance was moderate at around 60%. PS level 2 deals with intentional reasoning, which saw the least scores among the 3 levels of problem solving. PS3 which deals with causal reasoning is also seen to have not more than 20% scores for all three classes.

7.4.3.1 One-way ANOVA Analysis Problem Solving Levels

To identify the impact of class on 3 levels of PS, a one-way ANOVA is conducted followed by a post-hoc test. Results show that PS1 [$F(2, 156) = 3.427, p = 0.035$] has significant differences between the classes. The means and p values show that class 7 performed significantly better

than class 8 and class 6 in PS1. However, there is no significant difference between classes in PS2 [$F(2, 156) = 1.624, p = 0.200$] and PS3 [$F(2, 156) = 1.110, p = 0.332$]. Upon vertical comparison of the mean scores, it appears that there is no prominent difference in PS level 1 between the three classes, where an improvement is expected. In PS level 2, there is an unfortunate downfall from class 6 to class 8 in contrast to the expected rising trend as one progresses to higher classes. In PS level 3, the trend is volatile without a noticeable increase from class 6.

The Tukey's post-hoc results in PS1 show that class 7 is performing significantly better than class 6 at a p value of 0.039. However, there is no significant difference between the class 7 and class 8 (p value= 0.145), and between class 6 and class 8 (p value= 0.906). In PS2, there is no significant difference between class 6 and class 7 (p value= 0.580); no significant difference between class 7 and class 8 (p value= 0.646); and no significant difference between class 6 and class 8 (p value= 0.174). In PS3 as well, no significant differences were found between class 6 and Class 7 (p value= 0.446); class 7 and class 8 (p value= 0.388); and between class 6 and Class 8 (p value= 0.984).

7.5 Are Teachers Sensitive to Occurrence of Learning Poorness in their Educational Contexts?

Learning Poorness attempts to explain why learning is not 'catching up' as it ought to be. Understanding why learning poorness exists would require a stocktake of what teachers' believe about learning as well as how they perceive their practices in the light of their beliefs. Therefore the tool that we designed to assess teachers' sensitivity to their learners' learning and how they customise their learning practices in that direction. All the teachers had to fill two likert scales that measured their Linguistic Sensitivity to Pedagogy (LiSP) along two constructs: one, Language Sensitivity (LiSP-LS) and two, Enabling participation (LiSP-EP; see appendices). LiSP-LS, captures awareness of language learning process (ALLP), belief about language interaction (BLI), and LiSP-EP attempts to document awareness of language demands (ALD), diagnostic practices (DP), Scaffolding practices (SP) and finally strategies to enable classroom participation (SEP). Teachers were invited to participate in LiSP LS and LiSP-EP. While the primary purpose was to examine teachers' perception and practices, learners were invited to

participate to draw their attention to their classroom practices as well as to validate teachers' practices.

7.5.1 Teachers Response on LiSP-LS and LiSP-EP Correlations

N=12 teachers were invited to fill LiSP-LS and LiSP-EP. 85% of teachers agreed that the language learning process was identical across all the learners; 78% claimed that use of HL in school would delay the learning of SL; 76% said that knowing and using SL in social interactions would help in learning content subjects in school and 78% also felt that knowing the SL would ease learning content and not knowing the SL would not only affect the confidence levels of the child in doing its school task (7%) leading to disengagement (34%) but also affect the child's capability development. Finally 86% of the teachers believed that knowing SL would be key to building capacities.

Most of the teachers' reported being aware of the nature of language demands in their everyday activities ranging from language of the textbooks, to language of the examinations/test and its effect on performance. 90% of teachers also reported on several diagnostic practices alongside using several participatory practices with scaffolded instructions. However, all the discourses around their pedagogy was driven by a deficit discourse *of not being able to 'follow' the lesson* rather than recognise it as the child's genuine right to access education in the language it is comfortable in.

A further round of inferential statistics was done to check for whether teacher familiarity with the learners languages impacted the way they understood the interaction between language and learning concepts revealed that no statistically significant difference was noticed for all except *teachers' awareness of language learning processes* (between teachers' responses for LiSP-LS and LiSP-EP). A statistical significance (p.017) indicates a sensitive awareness of language barrier does exist, though not necessarily realised by all the teachers. While teachers did claim to be aware of their learners' difficulties, the acid test is whether such practices as claimed are endorsed by the learners as well and whether they understand why their teachers follow such strategies. Similarly, teachers' status as being 'tribal/non-tribal' did not reach any statistical significance probably because the number of teachers' who responded was too small for any significance to be reached.

7.5.2 Learners: LiSP-EP and LiSP-LS Correlations

Class 8 ITM girls were invited to participate in assessing their own perceptual understanding of the interaction between language sensitivity to learning and the experience of the nature of pedagogy they are exposed to on an everyday basis. So N= 68 girls were invited to participate in two likert scale questionnaires: LISP- Language Sensitivity and LISP-Enabling Participation. The purpose was to examine if the girls perceived language as any kind of barrier as such to which their teachers would then be sensitive of and hence create a pedagogic context which diagnoses and scaffolds for enabling participation. This meant that students' response would be a test for whether they believed they experienced a pedagogy that enabled participation. A Pearson's Product Correlation test was conducted to examine for a correlation of LiSP-Enabling Participation and LiSP-Language Sensitivity both within and between the factors.

7.5.2.1 Within Factors Correlations

A within factors analysis shows that, on LiSP-EP, a moderately strong negative correlation is seen between diagnostic practices (DP) and scaffolding for pedagogy (SfP; $r=-.472$, $p=.01$) and a weak correlation between awareness of language demands (ALD) and scaffolding for pedagogy (SfP; $r=.184$, $p=.01$). NO correlation was found in LiSP-LS. Why?

Any correlation between awareness of the nature of language demands and the diagnostic practices they experience and the scaffolding used in class are recognised by learners as ways to help them in their learning. Girls in these schools reported explicitly that they do find the language of the textbooks very difficult. Given that textbooks are in Marathi and that they do not have adequate working knowledge of both reading as well as listening in Marathi, the girls struggle on a daily basis. The weak correlation between ALD and SfP could indicate a minimal teacher intervention in supporting pedagogy given their lack of learner language awareness. Girls reported frequently working in groups and in their own languages (Gondi and Telugu). simultaneous peer translations, peer translanguaging and language brokering are common while explaining the concepts even in classrooms not just in study hours.

The moderately strong negative correlation between DP and SF is problematic. Diagnostic Practices indicate any way in which teachers estimate their wards readiness for the class/lesson/concept etc and Scaffolding for Pedagogy would indicate measures taken to support

learning based on the nature of diagnosis. The moderately strong negative correlation indicates not just the learners perception of the two aspects but also a probable absence of both the teachers' practices. While we did notice in Telangana, the Learner Readiness Program, a diagnostic initiative in the beginning of every class (6 to 8) for about 3 weeks in Math, language and sciences, none of such initiatives exist in the KGBVs here in Gadchiroli.

7.5.2.2 Between Factors Correlations

Pearson's Product Correlation that examines for a correlation between the four factors of LiSP-Enabling Participation and three factors of LiSP-Language Sensitivity revealed no correlations between any of the 7 factors. why?

7.6 Why Does Learning Poorness Exist/Persist in KGBVs?

Any understanding of learning poorness and an evaluation of the causes that trigger and sustain it require a square reflection on the lived realities of the workspace by the primary stakeholders namely the teachers, and teacher educators, on how they assess their pedagogic spaces and transact pedagogy. Hence, this lived working space happens to be the school with specific reference to the following-

1. Teaching-Learning Interactions i.e. the concerns that arise in the interactions between the teachers and learners in the transaction of the curriculum.
2. Teacher Conditions, i.e. the evaluative and reflective aspects of the teachers with respect to their conceptual and pedagogic competencies.
3. Teaching Conditions, i.e. the nature of the environment in which the teacher meets the students with her curriculum.

7.6.1 Concerns Emanating from Teaching-Learning Interactions

7.6.1.1 Concerns from Numbering Patterns and Language Distance create 'mix-up' in doing Maths

RES65, a maths teacher, and RES64 highlight how the language distance between Gondi and Marathi and Telugu and Marathi creates a unique problem in learning maths and demonstrating

their maths learning. In Marathi the utterance of 95 has the word corresponding to 5 being uttered first and thus 59 gets written down. Once the *given* component itself goes wrong, even if the operations (doing basic mathematical operations like addition, subtraction and multiplication) are correct, the response is always wrong. Both the teachers highlight that it takes about 2-3 years for this ‘maths anomaly’ to be settled as such. RES65 points out that this concern is extremely high with class 6 and 7 Gondi speaking and Telugu speaking children. Until this ‘anomaly’ is resolved, performance in maths is poor.

Excerpt 7.13: बच्चियों के साथ मैं जब tables करवा लेती हूँ। तब एक के बाद एक ऐसे flow में सब बताते हैं लेकिन बीच का एक अंक लेकर जैसे 85 कहा है दिखाओ बोलने से बच्ची वो कहा है नहीं पहचान पाती है flow में बोलते भी है और लिखते भी है लेकिन बीच में पूछनेसे अटक जाते हैं बच्चियों में वो कमी है जैसे 95 लिखो बोलने से 59 लिखते हैं | 95 orally बोलने में 5 first आता है और बाद में 9 आता है इसीलिए ऐसे लिखते होंगे मतलब जो अंक उनको पहले सुनाई देगा वही अंक वो पहले लिखते हैं | बाकी subjects के तुलने में maths का result हमेशा down ही आता है | (RES65)

7.6.1.2 Peer-translanguaging as a Crutch

Given the language issue in the classroom, RES66, a maths and science teacher, emphasises how difficult it is to teach science when the child and the teacher do not share a common language. Most students in the class are Telugu and Gondi speaking, but the lessons have to be transacted in Marathi. Peer translanguaging is encouraged as no other option exists and comprehending the concept requires language congruency. While the teacher considers learner tutoring to be a necessity, he also points out that as a teacher, he would not always know what was being translated, but that the responsibility of ‘mainstreaming’ the child is his. RES66 explicitly refers to peer translanguaging as a classroom strategy but also goes on to explain how she manages the language environment of the child through gradual induction into Marathi.

Excerpt 7.14: मैं क्लास में मराठी में पढ़ाती हूँ। मैं जो पढ़ा रही हूँ अगर किसी बच्ची को गोंडी या फरि माड़िया बोलने वाली बच्ची को मैं जो बता रही हूँ वो समझ में नहीं आया, तो मैं क्या करती हूँ ऐसे बच्ची का हेल्प लेती हूँ जिसको गोंडी, माड़िया आता है और स्कूल की भाषा मराठी भी अच्छे से आता है। ऐसे लड़की का मदद लेकर जसि बच्ची को समझ में नहीं आया उसे उसी के भाषा में समझाने की कोशिश करते हैं और बाकी के बच्चो को कहते हैं की, जिनको मराठी सखिने या फरि बोलने में दकिकत हो रहा है ऐसे बच्चियों के साथ रोज थोड़ा-थोड़ा मराठी में बात करते जाओ ताकि वो भी मराठी सखि सके | (RES66)

7.6.1.3 Learning should be 'demonstrable' so 'rote' is Encouraged

Mainstreaming concerns are primary to most teachers (RES65) and that's probably why a quick-fix solution is adopted through encouraging memorization without conceptual comprehension and understanding (RES65). Teachers as language managers also seem to be fringing into the students' non-academic spaces by way of mandating language norms.

Excerpt 7.15: टीचर्स जब पढ़ाते हैं तब उनको मतलब किसी बच्ची को समझने नहीं आया तो जिस बच्ची को समझ में आया उसको हम बताते हैं कि, तुम अपने मातृभाषा में उस बच्ची को समझाओ ऐसे बताते हैं बच्चों के हिसाब से हमको पढ़ाना है तो बच्चों के लेवल पर जाके हमको पढ़ाना पड़ता है। **और अपने लेवल पर लाना पड़ता है** ये यहाँ का चैलेंज है क्योंकि इन लड़कियों को आपके यहाँ के लड़कियों के जैसे चांस मलिन चाहिए। (RES65)

7.6.1.4 Teacher-practised Translanguaging: A Necessity but a Hurdle

The majority of teachers reported using language brokering in the classroom as well as learner-initiated translanguaging. The description and necessity of such strategy however is driven by a deficit view that the learners' language ability, rather than that as a right, and without realising that the primary educational principle was being violated. What stands out with RES68 is that in recognising the need, she also articulates the very same strategy as a hurdle with two consequences: one for the examinations/tests when the students would need to be told what the question is and its expectations and two, during inspections, when officials ask questions and they have to respond. The teachers are liable in both cases.

Excerpt 7.16: स्कूल में विविध भाषाएँ बोलने वाले बच्चे आते हैं। उनमें गोंडी, माड़िया, तेलुगु ये इस एरियाके लोगों की मातृभाषा है और स्कूल की भाषा मराठी है। बच्चियों को स्कूल के प्रवाह में लाने के लिए जो उनको समझ में नहीं आया वो उनके मातृभाषा में समझाना ही पड़ता है और ऐसे समझाने से बच्चे समझ जाते हैं और ऐसा करना इन बच्चियों के लिए जरूरी है।

ऐसे करने में दक्कत बहुत आता है क्योंकि एग्जाम में भी समझाना पड़ेगा। अपने आप से कुछ नहीं कर पाएंगे और कभी जब ऑफिशियल बच्चों से इंटरैक्ट (Interact) करते हैं तब भी अगर बच्चों को कुछ समझ में नहीं आया तो टीचर पर ही आता है। (RES67)

7.6.1.5 Translanguaging is a Blessing but not Practised by Teachers

Students at both schools were outspoken about their language difficulties. In one school, they refer to a particular teacher who could teach them maths and science in Gondi, Telugu and Marathi. Students felt more at ease and confident in their concepts after receiving simultaneous and repeated explanations in three languages one after the other. Recognising their troubles with language and trying to sort it was noticed and lauded. While such linguistic mingling was deemed relevant and meaningful, students wondered why all teachers couldn't do the same. Why not bring teachers who can do so? Why can't exams be given in multiple languages? And our language? They repeat why they should have 'language difficulty' when other children do not. They are not forced to study in any language other than their choice or their own language?

Excerpt 7.17: हमें पता है कि हमारे टीचर्स को ना तेलुगु आती है ना गोंडी आती है इसलिए कभी-कभी क्लास में भी और शाम के टाइम में भी हम अपने फ्रेंड्स को लेसन एक्सप्लेन करते हैं समझाते हैं कि सब्जेक्ट क्या है यह डाउट रहता है कि क्या हमने सब कुछ सही ही समझाया है, यह कैसे चेक करेंगे ? कौन चेक करेगा ? Class 8 Students at KGBV E & KGBV I

Excerpt 7.18: बच्चे जब शुरू में 6 क्लास में, स्कूल में आते हैं तब उनको भाषाई तौर के मुश्किलों का सामना करना पड़ता है। बच्चों की घर में बोलने वाली मातृभाषा अलग और स्कूल की भाषा मराठी, हिंदी, इंग्लिश होने से बच्चों को स्कूल में पढ़ाई करने में दिक्रत होती है। गणति और साइंस में बहुत ज्यादा मुश्किल होती है। यहाँ पर भाषा का प्रॉब्लम है, इसीलिए हम Exam में अच्छे से नहीं लिख सकते। परीक्षा के टाइम बहुत दिक्रत होती है। प्रश्न पत्रिका में भी हमें कुछ समझ में नहीं आएगा तो हम टीचर्स को पूछते हैं तो टीचर्स मदद करते हैं। इन सब मुश्किलों का कारण यही है कि बच्चों की घर की भाषा और स्कूल की भाषा अलग होने से बच्चों को पढ़ाई में मुश्किलों का सामना करना पड़ता है। इस वजह से KGBV स्कूल की लड़कियों के सीखने के अवसर भी कम हो रहे हैं। (RESSO2)

7.6.2 Concerns Emanating from Teacher Conditions

7.6.2.1 Language Concerns are not a part of the Teacher Training

Most teachers in the KGBV schools are majority-language speakers. This necessarily means that they could be bi/multilinguals in either the official languages or elite languages. Despite living in ITM areas and working for about 11.2 years (mean) they neither know the learners' languages nor have felt the need in general except when their pedagogies fail or run into non-comprehension issues. RES68 points out how their teacher training programmes neither

encouraged language learning, nor discoursed on language or disadvantaged contexts. She points out that “vidhya ka samajik shastra mein is vishay par hona chahiye”. Further that the absence of language eligibility creates systemic inaccessibility for the learners to bridge which learners are organised to engage in group work and pair work where they can help each other, but to what extent would it be successful? She asks!!

Except 7.19: प्रशिक्षण में बहुभाषिक शिक्षा को लेकर हमारा कुछ ट्रेनिंग नहीं हुआ अभी तक हम जो कुछ थोड़ा-थोड़ा तेलुगु जानते हैं वो बच्चियों के पास से ही सीखा है। ऐसा हमारा कुछ ट्रेनिंग नहीं हुआ था। हमारे जो ट्रेनिंग होते हैं वो मराठी, हिंदी या फरि इंग्लिश में होते हैं। बच्चोंकी जो मातृभाषाएं जो हैं गोंडी, माड़िया, तेलगु इन भाषाओं के लेकर ऐसा कुछ ट्रेनिंग नहीं हुआ। ये एक इम्पोर्टेन्ट (important)पॉइंट है। लेकिन ऐसे बहुभाषा पर आधारित ट्रेनिंग होना चाहिए। इससे बच्चियों का फायदा जरूर होगा। (RES68)

7.6.2.2 Teacher translanguaging and translating abilities are not consistent and adequate

RES64 highlights the difficulties as a science teacher. She distinguishes between ‘samanya bhasha’ and ‘vigyan ka bhasha’ to point out that the language of science is far from everyday language because each word is a concept. Her own language abilities to explain them in any other language other than marathi is inconsistent and she feels inadequate since she studied in English. Yet she makes an attempt. Like RES68 she too wonders about what the children could be ‘translating’ with each other and laments that there is no way of ascertaining the nature of transference loss.

Excerpt 7.20: on the difficulties in the language of science-
साइंस के जो शब्द हैं वो बच्चोंकी मातृभाषा में समझाना है तो कैसे समझायेंगे ? साइंस के शब्द जो हैं वो इन बच्चोंको पढ़ने में और ओरली बोलने में भी बहुत दिक्कत होती है। साइंस के शब्द पढ़ने में उनके प्रोननशेषन(pronunciation) में दिक्कत होता है। बच्चे साइंस के शब्दोंको अच्छे से उच्चारण नहीं कर सकते हैं। ऐसे परिस्थितिमें हमको साइंस पढ़ाना पड़ता है। साइंस के शब्दोंको गोंडी या फरि माड़िया में हम कैसे एक्सप्लेन करेंगे ? ऐसे शब्द समझानेमें टीचर्सको बहुत दिक्कत होता है। (RES64)

7.6.3 Concerns Emanating from Teaching Conditions

7.6.3.1 Long Absence Leads to Learning Discontinuity

Misalignment between the school calendar and cultural-community life inevitably results in missed school days. Often over 2 weeks are lost due to extended holidays that children take or parents demand for their child. Several teachers problematised the absence in three directions: one, inability to continue with the academic work because of absenteeism' two, inability to complete syllabus on time and thus delete syllabus; and finally, for the child conceptual forgetfulness and gaps could result making her learning fragmented.

7.6.3.2 Learner Conceptual Forgetfulness is a Perpetual Struggle and Reality

Very few teachers have voiced this concern of long absenteeism. They report that the child is absent frequently and for long periods of time, either for 'domestic reasons' or for community celebrations/festivals. Girls miss classes, affecting the continuity of conceptual discussions as well as their ability to transition from concrete to abstract aspects of learning. A maths teacher explained beautifully how missing three consecutive classes affects not only the current lesson but also the next one. While RES64 laments on absenteeism, she points out how it cuts the individual child's learning days; reduced interest and engagement; learning gap and learning forgetfulness. Only one teacher (after invoking anonymity and confidentiality) indicated the effect on reduction of syllabus and quick glossing of syllabus.

Excerpt 7.21: दवाली की छुट्टियों में बच्ची जब अपने घर जाती है। तो बच्चे घर जाने के बाद टेक्सटबुक (Textbooks) को खोलकर नहीं देखते हैं। घर जाने बाद वो घर के काम में लग जाती है। जैसे धान कटाई है कपास नकिल ने जाना ऐसे काम में लग जाते हैं। उनके पैरेंट्स भी बच्चों को खेत में लेके जाते हैं। इस वजहसे बच्ची के सीखने की प्रक्रिया पर प्रभाव पड़ता है। दवाली के छुट्टिया १५ दिन के हैं तो बच्चे २० - २२ दिन तक स्कूल में आते ही नहीं। एकतो ८-१० दिन लेट आते हैं और दूसरी बात दीवाली से पहले जो पढ़े थे वो सब भूल जाते हैं। उनकी माइंडसेट पूरा चेंज हो जाता है। और यह उनके सीखने की प्रक्रिया पर बहुत बड़ा असर होता है।(RES64)

Excerpt 7.22: छुट्टियों में बच्चे जब घर जाते हैं। तब पढाई के लिए उनके पैरेंट्स बच्चों को फोर्स नहीं करते बल्कि अपने घर के काम या फरि खेती के काम करने के लिए बच्ची को लेके जाते हैं। जब तक बच्ची स्कूल में रहते हैं। तब तक वो अच्छे से पढ़ लेती है। लेकिन अगर वो घर गयी कुछ दिनों के बाद फरि स्कूल आयी तब वो पहले जो पढाई की थी वो पूरा भूल जाती है। स्कूल में आने के बाद उसको फरि

से वो सब दोहराना पड़ता है जो वो पहले भी पढ़ चुकी थी। आलमोस्ट बच्चियों का हाल यही होता है। इस वजह से उनकी सीखने की प्रक्रिया पर असर होता है।(RES66)

7.6.3.3 Availability of Teacher-learning Materials Constraints

Science, especially the biological sciences, is very grounded in nature and experience. While the girls have interactions with nature given the ecology in which they live, some of the concepts are very abstract simply because they are not visible. The scarcity of necessary science infrastructure is a major source of concern. Paucity of equipment such as chemicals, microscope, slides and equipment is an everyday happening in all KGBV schools. As it is there is a major language barrier and adding to it is the absence of infrastructure. This necessarily means that science, which is a very interesting subject for children in school, becomes one of drudgery. As a result, we sometimes use YouTube videos or educational websites to show them things that they could have seen through a microscope.

Excerpt 7.23: हमारे स्कूल में साइंस लैब के लिए एक रूम है। लेकिन लैब में जो सामान चाहिए होते हैं वो सामान हमको गवर्नमेंट से प्रोवाइड नहीं किया गया। लैब में साइंस से रिलेटेड कुछ नहीं है। उस रूम को हम एक स्टोर रूम जैसा USE करते हैं। लेकिन रहना चाहिए साइंस लैब बच्चे लैब से बहुत कुछ खुद से होकर सखि सकते हैं। और साइंस जैसे सब्जेक्ट को रूचि से सखि सकते हैं। (RESSO1)

Excerpt 7.24: हमारे स्कूल में साइंस लैब नहीं है। यहाँ पर जगह की कमी है। इसीलिए लैब नहीं है। लेकिन बच्चों को अगर साइंस से रिलेटेड कुछ देखना है तो वो कंप्यूटर पर देखते हैं। इंटरनेट कनेक्शन है। टीचर्स को साइंस से रिलेटेड कुछ बताना है तो टीचर्स भी कंप्यूटर में ही दिखाकर बच्चों को समझाते हैं। RESSO2

7.6.3.4 Pace of Learning is Slow and Catching up does not Happen

An oft cited reason, which is very region specific according to the teachers who teach in the schools, is that the girls are not very motivated, lax to academics and above all slow in their learning. Teachers give at least 3 reasons as to why they feel so: one, the girls do not show the ambition to study and to educational progress; two, recognise that their engagement in the

classroom is low and sometimes non-existent; and finally the purpose of education is a very restricted one for these girls.

Excerpt 7.25: मुझे ऐसा लगता है की इन बच्चियों में सीखने की क्षमता कम है। उनको मोटिवेशन नहीं मिलता। बचपन से पढ़ाई के प्रति कुछ गाइडेंस नहीं मिलता। लड़कियों के पढ़ाई को लेकर लड़कायों की समाज में उच्च महत्वाकांक्षा नहीं है। कोई भी काम करने के लिए आपस में इच्छा होनी चाहिए अगर इच्छा ही नहीं है तो हम कतिना भी समझाने की कोशिश करे तो भी वो नहीं कर सकते। मैं ऐसे नहीं बोल रही हूँ की सब बच्चे ऐसे ही है करके नहीं बोल रही हूँ। लेकिन ऐसे कुछ स्टूडेंट्स है, उनको आप कतिना भी समझाने की कोशिश करेंगे, फिर भी वो समझने की कोशिश नहीं करते है।(RES64)

RES64 notes that the pace of learning is absolutely slow in KGBV girls. She explains the reason for the slow learning process. KGBV started out as Bridge schools and not as regular schools. But in 2014 when KGBV was taken over by the Samagra Shiksha Abhiyan (SSA), KGBV ceased to be a bridge-school and became a regular school which means that the drop out girls in KGBV will then be treated as girls from the regular 5th class promoted to 6th class and not as girls who have lost a few years of schooling. Estimating what the girls know is difficult. Several reasons slow down their pace: language, uneven and inconsistent literacy abilities and affective reasons contribute to learning slowness.

Excerpt 7.26: *Sometimes one has to start with the alphabets and as a science teacher I have no clue what they know in science so we begin with maybe something from 3rd class or 4th class just see what they have understood and then assess if they can start with class 6 at all. Class 6 is a survival struggle because they don't understand Marathi and I cannot speak neither Marathi nor Telugu nor Gondi. Some of them also have literacy issues - RES67*

7.7 Why don't the Girls at KGBV have Equal Learning Opportunities?

In order to respond to this question we refer to the data that we collected through Q sorting. We qualitatively look at what reasons have been cited by the officials, parents, students, teachers and the teacher educators as to why equal learning opportunities are rare to come by for the ITM girls in ITM district of Gadchiroli. All the teachers and teacher educators of this district clearly and unanimously mentioned that while equal educational opportunities may be institutionally thought and implemented as a part of distribution of resources and infrastructural adages, equal learning opportunities are near impossibilities for ITM girls and they cite four categories of reasons.

7.7.1 Policy-related Reasons

7.7.1.1 *No Retention no Detention and Hence NO LIABILITY*

Parents of both the schools pointed out how the ‘no retention no detention policy’ impacts their children. A comparative exposition is done in this regard in the excerpt below:

Excerpt 7.27: फैल ना करने का एक पॉलिसी बना है | इसकी वजह से शायद आपके बच्चों पर कोई असर नहीं पड़ता है पर हमारे बच्चों पर बहुत असर पड़ता है | हम आपकी तरह इतने पढ़े लखे नहीं हैं, कि हम खुद ही अपने बच्चों की पढ़ाई पर ध्यान दे सके | तो हम सिर्फ शिक्षक पर ही आधारित रहेंगे | पर क्या टीचर लोग अपनी जम्मेदारी को समझते हैं?...मैं खुद देखता हूँ कि प्राइवेट स्कूल में पढ़ने वाला मेरा एक रश्तेदार का बच्चा थर्ड थर्ड पड़ता है टेक्स्ट बुक मेरी बेटी नहीं पढ़ पाती है | क्यों मैं जाकर कसिसे पूछूँ यह कि वह क्यों नहीं पढ़ पाती है...क्यों?

पर इस पॉलिसी की वजह से हम कसिसे पूछें कि हमारे बच्चे क्यों नहीं पढ़ पा रहे ? हम सरकारी स्कूल में अपने बच्चों को भेजते हैं तो हम फीस नहीं भरते तो ...कौन है जम्मेदार ...यह बताने के लिए कि हमारे बच्चे क्या कर पा रहे हैं और क्या नहीं कर पा रहे हैं |

हमारे बच्चों के लिए यह पॉलिसी बहुत ही बड़ी नुकसानदायक पॉलिसी है | ZP स्कूल में पढ़नेवाला बच्चा आगे की पढ़ाई अच्छेसे नहीं कर पा रहा है | Indaram Parents

The parent is vocal about how, according to him, the relativity in the procedures of an annual assessment of the child’s learning has worked against the ITM child. An observant parent, he questions why his child is unable to read - note that learning poorness is quite rampant according to this study and that across all the states grade-appropriate reading has been abysmally poor. Learning builds on prior learning and hence learning to read is the foundation for reading to learn.

7.7.1.2 *No Impetus on MULTILINGUAL Education in TEACHER Training*

Three teachers point out that both in service and free service teacher training practically no impetus is placed on multilingual educational strategies. In-service training on adolescence, menstrual safety, hygiene and school management are included but specific training programs that build on teacher abilities to support learning opportunities for ITM girls have been practically zero. Why?

Excerpt 7.28: बच्चो की मातृभाषाएं गोंडी , माड़िया है। और उनको पढाई मराठी में करना पड़ता है। स्कूल में बच्चो की मातृभाषा कोई काम का नहीं रहेगा। स्कूल में आनेके बाद उनको मराठी में पूरी पढाई करना पड़ता है। और व्यावहारिक बातचीत के लिए भी मराठी ही use किया जाता है। बच्चोकी मातृभाषाएं बहुभाषाको use करनेके लिए उनको स्कूल में प्रोत्साहित नहीं किया जाता है।(RES66)

Excerpt 7.29:स्कूल की भाषा मराठी है। और बच्चे बहुभाषिक है कोई गोंडी में बात करेगा , कोई माड़िया में बात करेगा और कोई बच्ची तेलुगु में तो ये जो बच्चो की बहुभाषाएँ है इन क्षमताओं का स्कूल में कोई उपयोग नहीं होगा। क्योंकि स्कूल की भाषा मराठी है।(RES67)

Excerpt 7.30: बच्चोकी मातृभाषा अलग अलग है लेकिन टेक्सटबुकस में प्रमाणित भाषा मराठी है वही ध्यान में रखा जाता है। हमको सिर्फ मराठी भाषा काही विकास करनी है आगे जाके वही काम आता है। लड़कियों की मातृभाषा और स्कूल की भाषा इनमें असंतुलन आ रहा है। महाराष्ट्र की प्रादेशिक भाषा मराठी है और बच्चिया मराठी सीखना चाहिए। हर स्कूल में प्रादेशिक भाषा कम्प्लसरी है। अगर इन बच्चियोंको पर्याप्त अवसर नमिति करनी है तो मराठी सीखना कम्प्लसरी है।(EDUOFF70)

7.7.1.3 Whose Curriculum for whom?

In a rare reflective moment, the educational planning officer reminisces exclusively on the KGBV girls of the ITM district of Gadchiroli. In pointing out that the district is backward and an affected one, he points out a possible discord in the education of the ITM girls. After several questions that expected him to probe what could the nature of pedagogic discomfort be for the the girls of KGBV girls of Gadchiroli, this official who was on a denial mode opened up to point out his helplessness once a policy decision has been made. He does recognise that the nature of the curriculum must be custom-made to build both life and academic skills but then the policy is the restraining factor.

Excerpt 7.31: यहां के बच्चे बहुभाषी होते हैं | यह अपने प्रांत के कई भाषाएं जानते हैं | पर मराठी यह थोड़ा-थोड़ा सा जानते स्कूल के बाहर का जो प्रांत है वह पूरा इन्हीं भाषाओं पर चलता है। अगर आप ध्यान से सोचोगे तो मराठी मातृभाषा वाले बच्चे मराठी में पढ़ते हैं, तो उनके लिए भाषा दक्षिकत नहीं होती है...शायद curriculum/syllabus वह मराठी बात करने वाले बच्चों के लिए बनाया गया है। और उसी को हम इन बच्चों पर भी दे रहे हैं | मुझे लगता है कि, इस प्रांत के बच्चों के लिए अलग से उनका एक मल्टीलिंगुअल करना चाहिए | (EDUOFF69)

7.7.2 Practice-related Reasons

Several educational officials cite the teacher's inability to engage the child in realising its potential. Citing that the recruitment process is a competitive one, only the best have been recruited. This implies that they ought to know their work in creating the environment of learning. In this regard, the teachers point out why they struggle in their job:

7.7.2.1 Language Discordant Pedagogy

RES GG points out that in the competitive selection that she went through, she was not warned of the fact that she would have to engage in language discordant pedagogy. Without the necessary resources to engage in a joint engagement and thus in an intersubjective space for learning, this teacher pushes the question of how much more complex and frustrating it would be for children to deal with a discordant pedagogy than for teachers.

Excerpt 7.31: टीचर ट्रेनिंग में कैसे पढ़ाना चाहिए तो सिखा देते हैं। सिखाने के लिए जो भाषा का प्राइमरी प्राथमिक स्थान है उसके बारे में कोई दिककत नहीं होती ना ही कोई चर्चा होता है। भाषा असंगत शिक्षा पर कोई चर्चा नहीं होता है। भाषा असंगत शिक्षा तभी होती है, जब घर की भाषा और स्कूल की भाषा अलग होते हैं। जैसे इन बच्चों का है।
आप भी हमें पूछ रहे हैं कि, क्या मुश्किलें आती हैं इन बच्चों को पढ़ाने में क्या आपने पूछा कि क्या मुश्किलें आती हैं उनको सीखने में तो वह पहली बात आपको भाषा पर ही बोलेंगे....(RES65)

7.7.2.2 Poor Teacher Diagnostic Ability

Ability to gauge vicariously what the learner has or has not is an integral part of the teachers' assessment in the intersubjective spaces of learning. This necessarily means that she would be on a diagnostic mode probably like a doctor and for which 'language' becomes the primary tool. When that tool is mired in a language-discordant pedagogy, the very tool of empowerment is rendered wasted - precisely what RES64 point out.

Excerpt 7.32: मुझे लगता है कि हमारी टीचर ट्रेनिंग कोर्स में एक बहुत बड़ी कमी इस बात की है कि हमारी डायग्नोस्टिक एबिलिटीज पर कोई इंटरैक्ट और फोकस्ड कोर्स नहीं चलते हैं। कैसे सिखाना चाहिए उस पर पेडगॉजी रिलैटेड कोर्स चलते हैं पर क्या बच्चा सेंसिटिवली (sensitivity) सीख रहा है? क्यों नहीं सीख पा रहा है? कहां हो रही है कोर्स? कहां दे रहे हैं कोर्स?(EDUOFF70)

Excerpt 7.33: मुझे खुद लगता है कि मेरी डायग्नोस्टिक एबिलिटी बहुत वीक है स्पेशल एक्टिविटी करने में साइंस में किसी टॉपिक में इस बच्चे को कतिना समझ में आया और कतिना नहींइसका कारण मुझे लगता है कि मेरा और इनका भाषा असंगत होना ...(RES67)

7.7.3 Pupil-related Reasons

The home, community and cultural background of the girls is highlighted as a factor that affects the reception of the pedagogic intervention. The generic belief of teachers is that the girls do not 'focus' enough, work hard enough, lack some of the home advantages and hence their performance is bound to be low. As RES66 points out, without using any technical language, that mere attending school will not entitle the girls to an aspirational higher education or employment. Systematic building of competence that translates to capability, ability to function and exhibition of performance all of which are regulated and mediated through language and that it appears as the major reason according to RES66, as to why the girls of the schools find it difficult to catch up.

Excerpt 7.34: टीचर्स गाँवसे जब बच्चोको स्कूल में लेकर आते है। तब शुरू में उनमे बलिकुल परशिरम करने की इच्छा रहती ही नहीं मैडम फरि हम टीचर लोगो को पहले बच्ची की मानसिकी स्थिति को समझाना पड़ता है। स्पेशली छटवी में जो बच्चे आते है। उनके लिए तो ये सब करना ही पड़ता है। सबके सब लड़किया ऐसे नहीं होते। उनमे कुछ अच्छे बच्चे भी होते है। लेकिन कुछ बच्चे ऐसे ही होते है।(RES66)

7.7.4 Parent-related Reasons

Teachers often pointed out the home environment and parental involvement as the reason for the educational backwardness of the girls. Teachers point out that parents wish to not send their girls to school owing to their financial conditions. If the girls complete the study they take them back and marry in a couple of years since that's the ultimate end point. Further, if the girl fails in class 10 then a second attempt is not a priority even if teachers take initiative. While marriage is the ultimate option for them, these days, parents report that a school-educated girl gets better marriage proposals and would be preferred as well. Similarly, the parents also endorse that such girls are an advantage to **both** the families.

Excerpt 7.35: लड़की पढाई में ध्यान लगाकर अच्छेसे पढाई कर रही है | अच्छे मार्क्स के साथ पास हो रही है | तो पेरेंट्स ऐसे बच्ची को जरूर पढाते है | लेकिन लड़की अगर 10 वी में या फरि 12 वी में फ़ैल हो गयी तो वो फरिसे परीक्षा देने को बच्चीको फ़ोर्स नहीं करते | तब बच्चीका शादी करने के लिए सोचते है | RESSO1

Excerpt 7.36: लेकिन बच्ची अगर अच्छेसे पढाई कर रही है, तो उसको जरूर आगेकी पढाई के लिए भेजेंगे | बच्चीको पढाएंगे पढी - लखी लड़की के लिए रशिते भी अच्छे आते है | और बच्ची खुद भी घरकी पूरी जम्मेदारी अच्छेसे उठा सकती है | हर एक चीज का हसिब रख सकती है | लड़की पढाई करेगी तो दो घरोंको फायदा होगा - Indaram-Parents

Excerpt 7.37: आर्थिक स्थिति ठीक न होने की वजहसे इस एरयिके लोग लडकियोंको बाहर शहर में पढाई के लिए नहीं भेज सकते | अगर बच्ची शहर में पढाई के लिए जाएगी तो वो शहर के खर्च पूरा नहीं कर पाएगी उसको आर्थिक स्थितिकि सामना करना पड़ता है इस वजहसे भी बहुत लडकिया अपनी पढाई पूरा नहीं कर सकते | हो सके तो इसी स्कूल में १२ वी और ग्रेजुएशन तक की पढाई का इंतजाम होगा तो इस एरयिके बच्चियों के लिए अच्छा रहेगा | (Parent, Etapalli and Parents Indaram)

हम ज्यादा नहीं पढ़े मैडम लेकिन हमारे बच्चे पढ़ना चाहिए हम अपने बच्चो को जरूर पढ़ाएंगे | - Former Sarpanch & SMC member, Indaram, Gadchiroli.

In the same group of parents (in excerpt above), we also met parents who recognised that their girls could not compete with the children from ‘outside’. Two reasons were presented: one, owing to their financial conditions, affording to train to be able to compete for higher educational opportunities outside of their areas (both as fee and living expenses and as coaching) is not a possibility; two, severe paucity of awareness of careers and corresponding coaching opportunity is rare to come by. In a rare conversation the Sarpanch (a lady) cum SMC member, pointed out several gaps (excerpt below). She points out that if their girls are good in athletics and sports like kabaddi and have represented their districts and states, why is it that their girls do not excel in academics? Who is to answer this question? Where is the blame to be placed? What is asking is a million dollar question and what needs to be done is far more important as a question.

Excerpt 7.38: हमारी इस प्रांत की बच्चियां खेलकूद में बहुत इंटरैस्ट रखती है . यहां की लड़कियां यानी केजीबीवी की बच्चियां अपने जल सत्र पर भी खेल चुकी है और राष्ट्र सत्र पर भी खेल चुकी है. पर हमें यह समझ में नहीं आता कि हमारी बच्चियां आपके जैसे यूनिवर्सिटी कॉलेज में क्यों नहीं पड़ती.? इनको आगे की पढ़ाई के लिए सीट क्यों नहीं मिलती? Sarpanch, Indaram, Gadchiroli

Conclusion

This chapter presented the analysis of the data collected from the 2 KGBV schools in Gadchiroli (Maharashtra) with respect to the four research questions that we had constructed. We find that assessment of well-being based on spaces and factors has been an enlightening one in capturing the relative nature of how wellness is perceived and lived through the experience of school and schooling. Learning poorness is evidenced across the different test measures. Attention is drawn to the fact that not only are scores low on the grade-appropriate test levels but also on the tests of lower grade-levels. Teachers in these contexts are definitely conscious of the existence of learner poorness and have logicised why they think learning poorness exists. Consequently, they recognise that the construct of 'Equal Educational Opportunity' may not be realised as such for the ITM girls unless the construct of Equal Learning Opportunities is not factored in despite all its messiness (refer to Chapter 2, discussion on the paradox of 'equal opportunity' and learning curve). Different stakeholders then present different sets of 'causative factors' as to why ITM girls do not have as intense and as many opportunities as they ought to have for realising their educational rights.

Chapter 8

Findings vis-à-vis Comparative Presentations Across the States and Recommendations for an ‘Enabling’ Educational Opportunities

8.1 Introduction

The purpose of this chapter is twofold. One, to present a concise description of the study both state-wise and across the states for a crisp reading; two, to enable a comparative across the states; and finally, to present the reasons presented by the key stakeholders of each question of inquiry as to why the findings were as such. To help the reader comprehend, we present the concise findings in tabular form.

8.2 Are ITM girls ‘Well’ in KGBV Schools of Fifth Schedule areas?

Note that a comparative analysis across the states presumes common conditions of state-initiated commitment and implementation. Ideally, for KGBV schools as such across any state, that should be the case. Yet we find that several factors create layers of disadvantage and raise the question of whether girls have EEO at all. For instance, there could be differences in how EEO would play out if several of these factors would be taken into consideration: locational factors (urban, ru-urban, rural and agency area); language factor (majority-language v. minority language; school language concordance with home language; school-language discordance with home-language; teachers knowing child’s language; teachers awareness of language demands in specific subjects etc.); parental factors (parent’s concerted efforts towards their child’s educational progress vs. a natural growth approach) are just a few.

‘Well-being’ as a construct has been appended. It is a composite value of five aspects: happiness, health, motivation, safety and participation across the four spaces in the school namely: academic, residential, recreational and community (both literally as physical space and as lived experiences). FGDs with the ITM Girls in the schools along with researcher observations have been cumulatively used to reason as to why the girls’ views are as such. Hence in doing the comparative analysis, ‘happiness’ has been the pivot consideration given that happiness as several research studies find gyrates with the other variables to create conditions of ‘learning

opportunities' to materialise into learning events. Therefore, if happiness has not correlated with any space, we present it as 'NO' and vice-versa. Similarly, the reasons articulated by the girls have been presented in the comments column. **Salient Findings across the 4 states**

1. **On Safety:** Girls report being safe in school. Safety is a possible threat to the life, body and possibilities to grow and security is a concrete measure to thwart any threat. Girls see the school as being safer than their homes despite gaps as highlighted in (table 8.1) specifically for each state.
2. **On Academic aspects:** All girls recorded the effort and attempts put in by the teachers as exemplary. They have a considerable measure of affection and regard for their teachers. But they also note that this space is one of stress and struggle due to the fact that their teachers' efforts fall short for four reasons.
 - a. Language barrier (the distinction between SL and HL).
 - b. Lack of awareness between the Conversational nature of language and the Academic nature of Language.
 - c. Teachers' excessive dependence on translation support from students.
 - d. Absence of possibilities of self-learning.
 - e. Inability to detect learning difficulties and special education needs in girls (by teachers).
3. **On Residential Spaces:** With the presence of peers the residential spaces are seen as safe, secure, and affectionate spaces. Possibilities of peer help and communal life are possible here. Hence across the states, this space was documented as a safe but minimally happy space.
4. **On Community interface in school:** None of the girls across the states were happy about the community interface in their school. Whether it was food options or games or celebrations or even possibilities of interactions and participating in their festivals with family or even a possibility of curricular inclusion, community space was never rated as a happy possibility and this affects their well-being.
5. **On Aspirations related to Sports and Games:** Several girls, teachers and educational officers mention that the girls of the chosen districts have represented their districts and even the state in sports and games. Being proud of their girl's achievements, they point out that their girls stand out in comparison to other districts. YET, the provision of Sports

training and coaching is not envisaged systemically and this seems to be the major reason for a weak to the moderate possibility of girls reporting being happy.

6. **On Aspirations related to Educational Opportunities:** With language barriers, the curriculum being alien and no possibilities of self-learning making their engagement in class is rudimentary and thus low on happiness, motivation and participation.
7. **On the nature of Opportunities for Life Beyond School: Safety and Awareness:** Teachers especially deemed that there is a need to build capabilities in the girls that transgress beyond the school to sustain them after school. Awareness of safety and related matters and Vocational training are an absolute necessity. Building their life skills and employment skills through school interventions was deemed non-negotiable, yet wrought with systemic limitations/ideologies (refer to 5.7.3).

In the next section, we present state-wise findings.

Table 8.1: Are ITM Girls ‘Well’ in the School? Why? Why not?

S. No	Academic Space	Residential Space	Recreational Space	Community Space	Reasons (primarily for the NO as expressed by the learners)
Telangana	NO	Yes (Weak correlations)	Yes (weak correlations)	NO	<ol style="list-style-type: none"> 1. Language-discordant pedagogy 2. non-availability of relevant teaching learning material beyond the textbooks.. 3. Concerns with safety due to compound wall issues. 4. Health safety concerns due to locational disadvantage and unique threats of the geography. 5. Lack of playground, sports and games equipment; Sports teacher and coaching facilities. 6. Concerns with nutrition aspects.
Andhra Pradesh	NO	Yes (moderately strong correlations)	Yes (moderate to strong correlations)	NO	<ol style="list-style-type: none"> 1. Language-discordant pedagogy 2. Concerns with poor performance in examinations and thus lack of higher educational opportunities 3. Concerns with menu not being followed and local/ community foods not being included. 4. Concerns with means of communication with home. 5. Health safety concerns due to locational disadvantage and unique threats of the geography. 6. Hazard concerns observed by the research team due to fire, water safety and others.

Chhattisgarh	NO	Yes (moderately strong correlations)	Yes (moderately strong correlations)	NO	<ol style="list-style-type: none"> 1. Language-discordant pedagogy 2. Teachers' awareness of multilingual educational strategies. 3. Lack of playground, sports equipment and adequate coaching for games. 4. Lack of respect for the community calendar conflicts with the school calendar. 5. Lack of respect and utility for community practices. 6. Absence of community food, games, and practices in school spaces.
Maharashtra	NO	Yes (strong correlations)	Yes (moderate to strong correlations)	NO	<ol style="list-style-type: none"> 1. Language-discordant pedagogy 2. Presence of language restriction in school space 3. Lack of playground, sports equipment and adequate coaching for games.

8.3 Does Learning Poorness Exist in the KGBV Schools for ITM Girls? Why does Learning Poorness Occur in These Schools?

Recall that Learning Poorness is the precursor to LP, and LP is an index measured by a formula. So while we do not have any indication of LP, we do have indications of its precursor, i.e., learning poorness. Recall that we have a working definition of learning poorness as *any condition either in school with teacher-learner interactions and/or the reading environment at home with aspects that specifically interact with the child's abilities that affect the psycho-social-cognitive-affective aspects of learning-to-read*. Also, recall that **learning-to-read is the precursor to reading-to-learn**. Unless one learns to read, reading the word-problem to identify the operational demand of the problem or even the nature of the problem is not possible. Across the four states, evidence of learning poorness was documented primarily in the reading tests that introduced reading as having graded levels. Across all the states, classes performed below the NAS national, state, and district levels. The same was pointed out, and through qualitative interviews with teachers, teacher's educators, educational officers, and students, a common core of concerns are identified and presented below:

So Does Learning Poorness exists as such in the KGBV schools?

YES, as per our **assessment-based outcomes**, learning poorness exists along these lines

1. Across the Language, Mathematics and Problem Solving, performance on lowered levels i.e. on learning competencies of the lower class has been below the 50% mark average as such and below the NAS recorded average at National-level, State-level and district-level.
2. Specific competencies that are both vertically and horizontally aligned for furthering deep-learning are not yet consolidated. Especially, language competencies for academic purposes require the following:
 - a. Language-based competencies to be learnt through learning-to-read***
 - i. Comprehending object-regulated statements
 - ii. Comprehending abstract statements
 - iii. Following instructions in routines and timetables

- iv. Recognising perspectives through recognising connectors in sentences and using the appropriate one.
 - v. Recognising writers' view-point.
 - vi. Recognising patterns, deviations, problems and problematising problems
 - vii. Suggesting alternate views and solutions.
- b. *Language-based competencies in doing maths***
- i. Identify number, place, sign and order, along with carryforward and carry backward functions
 - ii. Recognising the given components
 - iii. Decode the pictorial representations of numbers
 - iv. Recognise multiple operations in the problem and execute them
 - v. Identifying the required operations
 - vi. Applying the operations demanded by the problem
- c. *Language-based competencies in thinking (through problem-solving)***
- i. Identify family resemblance
 - ii. Recognise patterns in words, objects, and sequences
 - iii. Recognise analogies based on function, utility, and word category
 - iv. Map the characters' intentions in the actions
 - v. Recognise competing interests
 - vi. Recognise causes for an event
 - vii. Recognise problems
 - viii. Assess given solution
 - ix. Attempt to create alternate solutions

8.3.1 Concerns Emanating from Teaching-Learning Interactions

- a. **Language discordant pedagogy** has been highlighted as the major reason for difficulty and struggle in the pedagogic spaces. This aspect keeps coming up frequently as the reason for learning poorness under different concerns such as those given below. The reader is encouraged to study the reasons column in Table 8.2.

- b. Teachers indicate **difficulty in creating an intersubjective space for learning** to be initiated.
- c. Owing to the language barrier, **peer translanguaging, language brokering and above all language mediating happen**. While learners are happy, both learners and teachers are concerned for precisely the same reason-that ascertaining the nature of knowledge comprehension and transfer is rendered unchecked and as teachers put it ‘unknown’.
- d. **Opportunities for self-learning are rendered impossible** owing to a lack of digital access and a language barrier prompted by poor literacy skills.
- e. **Rote learning is rampant** and that’s because comprehension and progression to ‘abstraction’ are stunted by the academic nature of language. Note that the academic nature of the textbook language is context-reduced and cognitively complex, unlike the conversational nature of language (BICS, Cummins, 1981).
- f. **A paucity of teaching-learning material** beyond the textbook and no digital access or even access to digital resources adds to the learning poorness aspect.
- g. The occurrence of **‘labelling’ both by the parents and teachers** seems to be recognised as affecting the girl’s engagement in school.

8.3.2 Concerns Emanating from Teacher Conditions

1. **Teacher Multilingual Pedagogic Ability** was explicitly recognised as a gap in both teacher education programs as well as in-service training sessions. Both are seen to be different in the four states. While in Telangana, KGBV teachers attend a common-core arrangement as with the other state programmes, nothing of any in-service sessions that build on pedagogic acumen are noticed/reported by the teachers of A.P., Chhattisgarh and Maharashtra.
2. **Teacher diagnostic ability** to sense ‘small gains’ as learning and recognize the nature of struggles in learning are a huge lacuna. In every school that we visited and in almost every class including class 8, we found at least one child with either dysgraphia or dyscalculia/learning difficulties. Several girls had not reached the prerequisite milestones in literacy to be able to sustain learning as such.

3. **Monolingual pedagogy for multilingual children** restricts the multilingual advantage and sensitivity to linguistic variations and intersubjectivities.

8.3.3 Concerns Emanating from Teaching Conditions

1. **Extended vacations and long absenteeism** has been a common occurrence across the 4 states. Several teachers logicised the detrimental effect on the children specifically with their learning opportunities being affected due to learning discontinuities leading to learning gaps, surface learning and in extreme cases conceptual forgetfulness. Additionally, several teachers pointed out the effect along the lines of delay in learning opportunities for the other students and primarily something of concern is the possibility of ‘deleting syllabuses.’²¹
2. **The Language Policy of the KGBVs** reflects the other regular school systems. Most teachers pointed out that at least in classes 6 & 7 there must be bilingual pedagogy.
3. On a comparative note, several teachers point out that KGBVs have never envisaged a ‘self-learning’ girl child. They point out that while the ‘city/other’ children moved on to online/self-learning possibilities through the digitalisation of the classroom as well as enabling digital access to resources (especially teaching learning resources) that allowed for self-paced learning, self-directed learning and self-indulged learning (all the three have been known to correlate with deep-learning and conceptual depth), KGBVs are far from such possibilities. COVID-19 experiences are cited as the most debilitating for learning for girls. With the ITM girls, the situation is exacerbated since their parents are not into ‘concerted cultivation’. As such every teacher has a complaint about the lack of parental support for the child as well as the nature of parenting.

²¹ We noticed this with Mathematics tests, where children pointed out that ‘certain’ chapters were not ‘done’ in class.

Table 8.2 Does Learning Poorness Exist in the KGBV Schools for ITM Girls?

State	Language	Maths	Problem-solving	Why does learning poorness exist?
Telangana	Yes	Yes	Yes	<p><i>Concerns emanating from Teaching-Learning Interactions</i></p> <ol style="list-style-type: none"> 1. The comparative malice of ITM girls being slow. 2. Academic nature of language is complex 3. Amalgamating culture in the curriculum is missing 4. Prolonged holidays affect learning continuity <p><i>Concerns emanating from Teacher Conditions</i></p> <ol style="list-style-type: none"> 1. Reorient teachers training to a multilingual orientation 2. Gender and intersectional understanding missing in Teacher education 3. Teacher diagnostic competence needs effort and conscious development <p><i>Concerns emanating from teaching conditions</i></p> <ol style="list-style-type: none"> 1. Learning crisis starts with language 2. Language barriers trigger rote learning 3. Self-learning possibilities are not a policy inclusion
Andhra Pradesh	Yes	Yes	Yes	<p><i>Concerns emanating from Teaching-Learning Interactions</i></p> <ol style="list-style-type: none"> 1. The language barrier and its effects 2. Labelling and its effects affect learning and learning possibilities <p><i>Concerns emanating from teacher conditions</i></p> <ol style="list-style-type: none"> 1. Inadequate training and its effects 2. Absence of Multilingual Strategies 3. The disparity between home language and school language and its effects <p><i>Concerns emanating from Teaching Conditions</i></p> <ol style="list-style-type: none"> 1. The absence of efficient ECCE Institutions affects primary-level learning causing learning disadvantages at the later stages.
Chhattisgarh	Yes	Yes	Yes	<p><i>Concerns emanating from Teaching-Learning Interactions</i></p> <ol style="list-style-type: none"> 1. Labelling has detrimental effects 2. Stunted intersubjective space due to language-discordant pedagogy

				<ol style="list-style-type: none"> 3. The silence emanating from a deficit-driven pedagogy: syllabus deletion and widening learning gaps 4. Authenticity concerns despite peer translations <p><i>Concerns emanating from Teacher Conditions</i></p> <ol style="list-style-type: none"> 1. Acontextual teacher's education 2. Monolingual pedagogy with multilingual children 3. Cultural alienation impacts learning and strengthening of learning <p><i>Concerns emanating from teaching conditions</i></p> <ol style="list-style-type: none"> 1. Effect of environment on child's learning 2. Parenting sources of teaching
Maharashtra	Yes	Yes	Yes	<p><i>Concerns emanating from Teaching-Learning Interactions</i></p> <ol style="list-style-type: none"> 1. Numbering patterns and Language Distance creates a 'mix up' in doing maths. 2. Learning should be 'demonstrable' so 'rote' is encouraged. 3. Teacher-practised translanguaging: a necessity but a hurdle 4. Translanguaging is a blessing but not practised by teachers <p><i>Concerns emanating from Teacher Conditions</i></p> <ol style="list-style-type: none"> 1. Language concerns are not a part of the Teacher training. 2. Teacher translanguaging and translating abilities are not consistent and adequate. <p><i>Concerns emanating from Teaching Conditions</i></p> <ol style="list-style-type: none"> 1. Long absence leads to learning discontinuity 2. Learner conceptual forgetfulness is a perpetual struggle and reality. 3. Availability of teacher-learning materials constraints 4. The pace of learning is slow and 'catching up does not happen.

Notice that we never asked any respondent whether the ITM girls have EEO and whether EEO were materialising into ELO? There was a high possibility that such a position would elicit justifications for ‘equality’ rather than ‘inequality’. Hence we propositioned that the ITM girl does not have ‘EEO’ and ‘ELO’, all the respondents then were on a comparative mode to present ‘why’ the ITM girl's educational environment at an intersectional position was affecting her possibilities of EEO and thus ELO.

8.4 Understanding of Equal Educational Opportunity and Equal Learning Opportunity

The salient views expressed by the respondents are presented below

1. Understanding of ‘equal’ in Equal Educational Opportunity was interpreted as
 - a. same as the ‘other’ children/girls
 - b. identical curriculum/syllabus as ‘other’ children/girls
 - c. identical teaching approach for testing parameters as ‘other’ children/girls
 - d. identical testing parameters as ‘other’ children/girls
2. Understanding of ‘educational’ in Equal Educational Opportunity was interpreted as
 - a. allowing girls to ‘read and write’
 - b. allowing girls to ‘go for further studies’
 - c. allowing ‘girls to compete’
 - d. allowing ‘girls’ to be independent in their life
3. Understanding of ‘opportunity’ in Equal Educational Opportunity was interpreted as
 - a. a chance to get ‘education’

- b. a chance to escape the ‘drudgery’ of their lives
- c. a possibility to run the race with city girls/other girls
- d. a policy for ITM girls
- e. a vote bank strategy

While ‘educational opportunity’ was largely expressed as a possibility to attend school, ‘learning opportunity’ was expressed as being able to master the ‘learning outcomes’; ‘perform on tests’; ‘compete with others; and finally, get the basic degree (class X certificate). Unanimously, every respondent opined that ‘equal’ in EEO was difficult to realise (if not non-existent) and hence the possibilities of ‘equal’ and ‘learning’ too were constrained. The following are the reasons that were cited as to why EEO is difficult to materialise into ELO.

8.4.1 Salient Trends on Equal Educational Opportunity and Equal Learning Opportunity

Q sort-based discussions with several stakeholders were done to understand each of their perspectives for why EEO for ELO were difficult to realise. Teachers, Teacher Educators, educational officials involved with KGBV school in the state educational apparatus and parents (though a few) along with learners were invited to examine whether ELO were available for the ITM learners at all. Before we proceed to examine state-specific enumeration of reason as to why the ITM girl’s realisation of ELO is difficult, we attempt a narrative of the dominant trends of ‘reasoning on why’ and ‘passing the hat around’ in the next section:

1. All the stakeholders including the ITM girls believed that their educational opportunities were constrained by limitations of policy, people and purposes.
2. All the stakeholders including the parents of the ITM girls and the ITM girls themselves reasoned that their/they may never get the linguistic advantage that ‘other/city/dominant language speakers would get in the educational spaces.
3. All the stakeholders including the teachers and teacher educators reasoned that pedagogic sensitivity to ITM girls’ learning difficulties, linguistic barriers, learning gaps and

discontinuities is grossly NEGLECTED despite being recognized as rampantly existing in the KGBVs.

4. All the stakeholders including educational officials reasoned that teacher education (B. Ed. program) has not been customised to the multilingual linguistic realities of India nor has in-service teacher education been sensitive to the classroom realities of the ITM girls/children of Fifth Schedule areas.
5. All the stakeholders including parents reasoned that KGBVs are more like a ‘stop gap’ arrangement - a temporary curtailment before the girl can be married off since it operates as of now till class 10 mostly. Hence teachers as well as the ITM girls opined that their opportunities for education would be enhanced if the school could include class 12 as well (not just a hostel facility). Above all parents aspired for KGBVs to expand to include colleges as well (parents, Gadchiroli, Maharashtra).

8.4.2 Passing the hat around

In Q-based discussions, the different stakeholders gave each other the responsibility of ensuring learning rather than providing a solution to the issue.

1. Liability of the Teachers

The educational officials placed the onus of ensuring that ‘learning’ happened to the teachers. As policy implementers, they were immediately accountable to the state, and hence were consciously articulating how well the policy was made since the school was the ‘provider’ of nutrition, safety, protection and education - something that their parents could not provide for well. Yet, implementation was dependent on teachers, since they were trained to teach.

2. Policies are flippant

Parents placed the onus of ensuring EEO leading to ELO on educational officials and teachers. Their argument was that parents were not educated and aware of the ways of education and the kind of approach that would advantage their children; hence the ethical moral onus of ‘doing the best’ was on the teachers and educational officials. Yet, they lament that policy initiatives such as ‘no detention no retention’ (Ch.7, 7.7.1.1, Pg No. 268) was the most detrimental to their

children since the nature of accountability and liability on teachers towards their learners was (according to them) totally abdicated. Educational officials as well did not pay attention to this.

3. Parents do not Concert their wards

Teachers placed the onus of gaps in learning opportunities on parents in several modes: not concerting the child towards education, educational progress and educational work; not motivating the child; not allowing the child to study instead of house/farm work; not taking her studies seriously; not supporting the school in its aspirations for the girl child; prolonging the vacation period and insisting on interim breaks in the name of community event are just a few.

4. Systemic arrangements are at fault

Students placed the onus on the Systematic arrangement of their school rather than any specific person as such. As the subject-beneficiaries of the state arrangement, they point out at least three hurdles that mar their possibilities of any learning opportunity:

- a. While access to education is made possible through hard and soft infrastructure, the absence of any accommodative conceptualisation of linguistic access to education makes accessing education a hurdle race.
- b. While teaching-learning resources are available, the scope for self-learning through digital access and digital resources is yet to catch up.
- c. While the most eligible and qualified teachers are recruited, their appropriateness to the teaching context of the KGBVs especially where ITM girls study in Fifth Schedule areas, linguistic barriers neutralise their qualifications. The inability to create an intersubjective space is highlighted by teachers, learners and teacher educators and community-sensitive educational officers.

Table 8.3 Do the ITM girls of KGBV schools in Fifth Schedule areas have Equal Educational Opportunity that enable Equal Learning Opportunity? Why?

State	Do the ITM girls have Equal Educational Opportunity?	Why do they think so?
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Telangana	NO	<p>Policy-related Reasons</p> <ol style="list-style-type: none"> 1. The absence of language-specific accommodations such as a bilingual pedagogy, that would then enable accessing contextual knowledge without the barrier of language is pointed out as a policy-related reason. 2. While linguistic accommodations seem to exist till the primary section (in Chhattisgarh and Telangana the state has adopted bilingual textbooks) a similar accommodative policy is not adopted for KGBVs at least in the 6th class, when ITM girls who join may not have had a strong primary education. NOTE that parents deem the ‘no detention no retention’ policy as affecting the children in the state-school system more than anybody (Parents of Gadchiroli) 3. Teacher training policy has not evolved to be sensitive to the intersectionality experienced by the learner as it is ideologically set in a monolingual mindset rather than one of strategized multilinguality. <p>Parents-related Reasons</p> <ol style="list-style-type: none"> 1. Gender bias has several forms and in every form, the girl child is ‘differentially treated’ to her disadvantage. 2. Parents calculate an opportunity cost with respect to their daughter: the cost of sending them to school versus the cost of having them at home do the different chores/agricultural work. 3. Simply caring for others at home (including children). 4. Point 2 is cited as the major reason why ‘learning discontinuity’ occurs.
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		<p>Pupil-related Reasons</p> <ol style="list-style-type: none">1. Minimum threshold levels are not reached for a positive effect on the ITM girl child's abilities to sustain her own learning through self-directed learning. <p>Practice-related Reasons</p> <ol style="list-style-type: none">1. The specific impetus for self-learning through individually investigated learning opportunities is missing partially because of no access to digital resources and partially because the teachers are not geared for such teaching and finally because the teachers too deem their children as linguistically 'disabled' since digital access is through English.
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Andhra Pradesh	NO	<p>Policy related Reason</p> <ol style="list-style-type: none"> 1. Medium of Instruction rigidity in secondary sections is cited as the primary reason as this is the language of pedagogy as well as the language of testing. <p>Parents-related Reasons</p> <ol style="list-style-type: none"> 1. The low educational levels of the parents along with their constant migration is deemed to be another reason why ITM girls' primary educational opportunities are affected and that gap continues. 2. Genderization is endemic to the area and hence gender biases take different forms. However, in every instance, it is the girl who is placed last. <p>Pupil-related Reasons</p> <ol style="list-style-type: none"> 1. A conducive home environment that ensures foundational abilities is cited as the main culprit that robs these girls of their legit EEO. 2. Low motivational levels of the ITM girls are highlighted as another reason. 3. Constant conversations of 'marriage' as the ultimate goal is cited as probably discouraging. <p>NO PRACTICE-RELATED REASONS ARE CITED AS TRIGGERS FOR DIMINISHED EEO AND ELO</p>
Chhattisgarh	NO	<p>Policy-related Reasons</p> <ol style="list-style-type: none"> 1. Despite recognising KGBV schools as exclusive and affirmative spaces, exclusive pedagogies through teacher education and multilingual strategizing have not been thought of (despite NCTE and NEP (2020) advocating it). <p>Practice-related Reasons</p>

		<ol style="list-style-type: none"> 1. Additional administrative responsibilities in the KGBVs (due to the absence of a warden and care employees such as ANM) burden the teachers to compromise their classroom work and effort. 2. Teachers' capability both in terms of conceptual knowledge and pedagogic knowledge specifically in the context of work in the KGBVs is needed. Teachers themselves point out how difficult it is to break the learners' silences. <p>Parents-related Reasons</p> <ol style="list-style-type: none"> 1. Parental support for learning is missing as such currently but since this is the condition of their primary schooling, the learning gaps continue to grow. <p>Pupil-related Reasons</p> <ol style="list-style-type: none"> 1. Long holidays affect not just the said student but also the other students' learning time, learning opportunities and the nature of time-on-task for all the students. 2. Absence of efforts for deep learning has been cited as a strong reason. Note that both self-dependent/directed learning and deep learning are often mentioned as system endemic lacuna as well as missing elements in the distributive aspects of educational justice.
Maharashtra	NO	<p>Policy-related Reasons</p> <ol style="list-style-type: none"> 1. No detention no retention policy' has affected the children in the state-run system because the onus of ensuring and demonstrating 'learning' is now unfixed and hence lost.

		<ol style="list-style-type: none"> 2. Teacher education programmes are driven by a monolingual mindset that does not build on learner multilinguality. 3. Absence of a context-specific curriculum along with a planned strategic pedagogy that would engage the ITM girls both linguistically and conceptually is missing. <p>Practice-related Reasons</p> <ol style="list-style-type: none"> 1. Poor teachers' diagnostic ability along with sensitivity to the nature of learning was cited as the primary reason why practice does not lead to EEO and ELO. 2. Practice of language discordant pedagogy was highlighted since in an educational context such as KGBV, the onus of creating a learning-centric 'intersubjective' space is on the teacher. <p>Pupil-related Reasons</p> <ol style="list-style-type: none"> 1. The home, cultural and community backgrounds are 'in favour of the male child. This view of the world affects the life chances of the girl child. 2. The mindset that attending school will open up possibilities is rampant. The need to put effort and engage is often said to be missing. <p>Parent-related Reasons</p> <ol style="list-style-type: none"> 1. Lack of parental involvement in the educational progress of the child is highlighted as such. Often the impact is projected for the earlier primary education with consequences in the present to the extent of a 'widening learning discontinuity'. 2. Lack of parental awareness of educational empowerment, career awareness and ways and
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		means of encouraging their girls to strive harder is identified as a lack of parental motivation.
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8.5 Recommendations

An experience that runs throughout the study is the constant comparison that ‘everybody’ does between the ITM girl and the ‘others’. The ‘others’ are the non-ITM girl/city-bred girl/language-dominant background girl etc. Similarly, we also notice that ‘whatever’ has been designed for the ‘others’ is being dished out for the ITM girls despite knowing that there are concerns. The purpose of this section on recommendations is based on the gaps we have noticed in KGBV schools of Fifth Schedule areas where ITM girls are enrolled. This chapter is not written to be seen as prescriptive but to invoke a mindful sense of responsibility towards the ITM girls for whose sake the ‘system’ called KGBV schools exist in the Fifth Schedule areas. While we caution against the generalisation of the ‘gaps’ as well as the suggestions we provide here under the heading of ‘recommendations’, (as a researcher, teacher and language rights advocate) we believed that if a sensitive, care and engagement driven pedagogy that works for the ITM girls can be custom designed, it is likely that ‘others’ too will benefit out of it. Hence this section is not designed for specific states; rather all the aspects mentioned in the list below are noticed to relative extents in all the 4 states and the 12 schools this study has followed. For instance, the matter of transportation logistics is observed in all the schools including the ones close to the town to varying extents, so is the matter with the school's spatial location and the availability of PHC (ranging from 2 km to 11 km).

Further, the recommendations/suggestions section is designed keeping in mind two aspects and in the same order: one, what comes from our findings and two, what our respondents provide as recommendations/suggestions for the KGBV system. For the second one, we specifically project the ones that the ITM girls and ITM parents articulated.

Table 8.4: Recommendations and Suggestions to improve the learning environment and living Space of the KGBV schools for ITM girls

SYSTEMIC INCLUSIONS BASED ON THE GAPS IDENTIFIED FROM THE STUDY IN ASSESSING POSSIBILITIES OF ‘GENUINE OPPORTUNITIES’

Thematic Concern observed	Gap observed	Recommendation	Addressed to Stake-holder
All about Language of Pedagogy	Language discordant pedagogy: Discord between the Medium of Instruction and the language of the students.	<ol style="list-style-type: none"> 1. Medium of instruction is the coder of conceptual knowledge. Hence the language barrier needs to be addressed by the state either through dual language pedagogy or through a system of teacher and teaching assistant partnership where the TA would be from the same language as the ITM community. 2. In places where more than two ITM languages exist in the school space, community teachers may be engaged as Teaching Assistants. 	Educational Officer-in-charge of KGBV schools; district Planning and Monitoring Officer need to explore possibilities of recruiting Teaching Assistants from the B. Ed teacher trainees as a part of their apprenticeships in Fifth Schedule areas.

<p>All about Language of Pedagogy</p>	<p>Language Discord between Teachers and Students: Students unable to understand lessons in class. Teachers are unable to explain concepts to students effectively.</p>	<p>There are two concerns in this observation that needs two different authorities to address</p> <ol style="list-style-type: none"> 1. The Teacher educator/ Education has to gear up for the ‘multilingual child’ as the beneficiary rather than a monolingual dominant language child. Hence teachers need to be aware of multilingual educational strategies and how to apply them. 2. The policy maker needs to consider two aspects: <ol style="list-style-type: none"> a. Create Bilingual textbooks as two-language textbooks like in Telangana so that the MoI concern raised above is also addressed. b. Encouraging community participation in the school by way of community-school collaborative teaching through language brokering and translanguaging. 	<p>Educational Planners and Teacher educators and Teacher Education program needs to reorient pedagogy for the most ‘disadvantaged’ rather than the ‘privileged’.</p>
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<p>All about Language of Pedagogy</p>	<p>Inability to self-learn subjects due to differences between HL and SL.</p>	<p>Learning to read is to enable one to read to learn. Hence one of the marks of an independent learner/student is the ability to engage in self-directed learning; self-indulged learning and deep learning. Enabling such ability requires three aspects which need to be in place: teachers who trigger project-based and inquiry-based learning; access to digital resources and finally, access to digital teaching learning databases for both teachers and learners.</p> <p>Currently, none of the schools for ITM girls has these aspects. Hence the following are suggested:</p> <ol style="list-style-type: none"> 1. Compulsory computer education with targeted skill development through teaching coding and software. 2. Through computer and digital access enabling possibilities of project-based enquiry and thus self-learning. 3. Teachers' in-service training in enabling self-directed learning and enabling children access to the relevant resources. 4. Ensuring digital access to teaching learning databases that are already existent. 	<p>Educational Planning Officials involved in Planning and Administration to coordinate with digital access service providers.</p> <p>Once digital access is enabled, arranging for digital materials to be available as open-access materials preloaded into devices so that teachers and girls can use them.</p> <p>Above all freedom for the girl child to use the resources has to be ensured.</p>
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<p>All about the Language of Pedagogy</p>	<p>Inability to create conditions for engaging in learning new and complex concepts.</p>	<p>Most ITM girls in school have worked outside the home and at home; have been translators to their families in different public spaces including Govt. offices; hospitals and in the market. They have ‘their’ sense of the world and experiences in it. Integrating their world with the school is the need of the hour. This can be done by</p> <ol style="list-style-type: none"> 1. Integrating ITM girls' culture through the use of her language and concerns from their lives in the school curriculum either through <ol style="list-style-type: none"> a. Inviting community people to participate in the school-specific subjects such as social science; science and even Mathematics b. Engage in community-specific projects such as which require the child to interact with officials to know about the matter. For e.g. medical practitioners can be invited to talk about bacteria and viruses. Electricity Dept. personnel can be invited to explain electricity, transmission and transmission loss; Fire Dept. personnel on safety and management concerns (all the above are a part of the curriculum and relevant in life as well). These kinds of activities will integrate experience with knowledge and lead to language development as well as making an effort to integrate the community (both cultural and public). c. Creating projects that revolve around their community lives, their school lives and their futures. 	<p>Teachers and Teacher educators need to explore how Multilingual strategies can be imbibed into the classroom in addition to translanguaging and language brokering that children do.</p>
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<p>Teacher capability</p>	<p>Teacher’s inability to diagnose/detect learning difficulty; learning disability and developmental disorders</p>	<p>As per Section 4 of RTE Act, 2009 this observation becomes the antithesis of EEO. The implementation guidelines for the KGBVs in Chhattisgarh and Maharashtra recognize that children who have never attended school or have not completed primary education (i.e. between classes 1-5) are eligible to benefit from S.4 of the RTE Act, 2009, such children are also entitled to special education services. However, such a section is interpreted as ‘Shaala Tyaagi/Shaala Bahay’ but not as children who have had intellectual concerns due to which they might not have completed their primary education. There is a need to expand the interpretation of Section 4 of the RTE Act, 2009.</p> <p>Undetected learning difficulties (LDi) and learning disabilities (LD) exacerbate with grades. Often children with LDi and LD go undetected owing to these two reasons: teachers presume their inability to perform in class/participate in class due to language-related concerns and not due to LDi/LD; two, teachers not being ‘minimally’ trained in components of special education which include borderline to mild dysgraphia/dyscalculia. Often these can also mask bilingual language development concerns. This can be addressed by</p> <ol style="list-style-type: none"> 1. Compulsory entry-level screen through culturally-sensitive assessment regimes like COSTMAIN (2020) which is available in Gondi, Halabi, Hindi, Telugu, Marathi and (6 other Indian languages). We recommend this set of story-telling tests first orally and 	<p>Education Officials need to coordinate with local B. Ed colleges in recruiting their services in conducting such diagnostic assessments. Doing so would require that the B. Ed Colleges are sensitive to the demographic realities of their school classrooms so that their curriculum would then be tuned for the ‘disadvantaged and unprivileged child’ besides being critically aware of bilinguality/multilingualism as a resource.</p>
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		<p>then through comprehension to help assess if any child is exhibiting LD/LDi or bilingual language development concerns.</p> <ol style="list-style-type: none"> 2. Special educator to check for any ‘special’ child at least at the entry-level. Every block should ideally have special educators. In our study, we found special educators on the roll only in Gadchiroli though no special educator ever is requested by teachers of KGBV schools, in Gadchiroli. 3. Teachers are to be trained in ‘reporting detection’ with requests for further engagement and screening of such children in order to enable educational opportunity as equitable distributive access to schooling. 4. Given the ‘intersectional’ nature of the ITM girls in KGBV schools of Fifth Schedule areas, deliberate recruitment of at least one teacher per KGBV with special education specialisation in addition to subject knowledge would be an advantage for the ITM girls. 	
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	<p>Teacher's inability to create 'intersubjective' space</p>	<p>While language is often cited as the reason for this, it is possible that additionally, these two aspects need to be built</p> <ol style="list-style-type: none"> 1. Teachers 'pedagogic knowledge on how to trigger curiosity/flipping the class/learner-directed learning are just a few. We suggest that capacity development through teacher development programs be taken up. 2. Similarly teachers' ability to build the child's literacy ability needs to be sharpened. Reading skill amongst the students is abysmally low (whether reading aloud or reading for comprehension). All KGBVs need to build their students' reading skills. 	<p>Education department needs to explore ways of building the teachers' pedagogic knowledge as well as teacher content knowledge through its in-service initiatives. Telangana stands out in this matter.</p>
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<p>Learning and Literacy Environment,</p>	<p>Learning Environment that supports rote</p>	<p>Rote learning sets as the norm of schooling when the child finds school disengaging. The reasons for such a condition can be many, though the easiest and the most frequent answer given to us is the inability to comprehend the subject through the SL i.e. the language of instruction. A supportive learning environment is missing. This can include:</p> <ol style="list-style-type: none"> 1. Digital access through either an internet facility or through preloaded learning modules on desktop computers 2. Access to bilingual learning materials for mathematics through open-access educational materials like Khan Academy. 3. Discouraging rote by adopting ‘problem-solving’ as the basis for testing/assessment. 	<p>Education department to collaborate with Digital service providers.</p> <p>Education department to collaborate with open sources educational resources such as Khan Academy, SWAYAM, SWAYAM PRABHA, SWAYAM PARAKH, DIKSHA, etcetera</p> <p>Education department to collaborate and coordinate with the National Translation Mission to explore possibilities of bi-language textbook designing.</p>
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	<p>Literacy Environment matters for learning and Continuation of Education</p>	<p>Learning to read is to Reading to learn. Literacy i.e. the ability to read and write is not acquired, it is learnt. In this sense, it has to be taught and learnt. Reading the word to read the world has a goal and motto at least in the developmental stages such as in class 6 to class 9. A supportive literacy-rich environment could be a way to build literacy and capability building to deal with rote as well. Such an environment would have</p> <ol style="list-style-type: none"> 1. Reading pedagogy would be an integral part of the curriculum 2. Designated library space both in the school and in the class timetable. 3. A librarian who'd help choose a grade-appropriate book along with guided reading classes can create a reading environment 4. ITM girls will be allowed to read and borrow. 5. Building reading clubs and getting the girls to lead and organise reading discussions could be a way to build comprehension and critical comprehension. 	<p>The Education Department can collaborate with NGOS like Room to Read; Tata Book Trust, Pratham, etc to establish libraries BUT EDUCATION DEPARTMENTS NEED TO TRAIN THEIR TEACHERS TO USE THE LIBRARY.</p>
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<p>Systemic Concerns that affect/compromise the ITM girl's opportunities of learning</p>	<p>Locational Logistics concerns</p>	<p>Distance between home and school is often quite large that the girl child will need to be dropped in school post-vacation. However, connectivity through vehicular frequency is sparse in almost all locations owing to which families wait for 'village haat' - days on which transportation is available. Logistics then is one reason why 'long vacations and extended vacations' happen.</p> <p>Hence possibilities of increasing connectivity need to be explored especially for school children.</p>	<p>State Transport Authority</p>
	<p>School calendar follows a majoritarian schedule</p>	<p>The KGBV school calendar in Fifth Schedule areas follows the state schedule as its calendar. This means that quite often the ITM child's community festivals and celebrations are not a part of the school vacation calendar. Hence parents throng to take their children home and girls want to go too. There is a need to take note of this issue and plan the schedule accordingly so that their cultural rights are valued. Further families are not forced to take their children home midterms.</p>	<p>Education Planning to customise the school schedule for the community's cultural/agricultural schedule.</p>

	<p>Infra-structural concerns that affect health</p>	<p>School is a space that needs concerted effort in making it a space of learning and capacity development for the girl child. Therefore we list several infrastructural concerns that affect the ITM child's physical and mental well-being. Concerned authorities need to take note of these matters.</p> <p>Starting with</p> <ol style="list-style-type: none"> 1. Availability of a trained ANM who can handle emergencies including insect bites (scorpion and snake bites). 2. Availability of child counselling services especially for the grade 6 entrant or ensuring that a teacher of the school is trained to counsel the child when needed. 3. Availability of a vehicle for transportation to the nearest PHC. 4. Availability of an adequate number of clean and functional toilets. 5. Availability of 'awareness rising' advocates of child rights/safety and other matters as may be required for the area of the state. 	<p>The education department needs to concert with the following departments</p> <ol style="list-style-type: none"> 1. Department of Fire Safety 2. Electricity Department of the state 3. State Transport Department 4. Public Works Department 5. Health Department 6. BSNL 7. Public Health Department 8. Institutions that work for child's mental health NIMHANS' or National Institute for Empowering People with Intellectual Disabilities. <p>https://www.niepid.nic.in/</p>
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<p>Systemic Concerns that affect/compromise the ITM girl's quality of life in school</p>	<p>Missing home</p>	<p>Most often girls miss their families and community life and often depend on the benevolence of their teachers to use their phones. Availability of communication accessibility through phone services, especially a few 3-minute phone lines, would ease the 'longing' and allow the girls to settle in the school.</p>	<p>Education Department to coordinate with BSNL or other service providers for telephone lines.</p>
	<p>Community Food and School Menu</p>	<p>The following concerns were noticed</p> <ol style="list-style-type: none"> 1. Absence of any 'community' foods on the menu despite some of them being rampantly available in the vicinity of the school. For e.g. the menu shows rice when the girls would like millet to be a part of the menu. So is the case with meats as well. 2. Abdicating the notion of nutritional value in operationalizing the menu. 	<p>The Education Department might want to review the diet vis-à-vis nutrition specifications as with respecting food as a part of the child's cultural rights.</p>
	<p>Sports and Games</p>	<p>Two concerns related to sports:</p> <ol style="list-style-type: none"> 1. No opportunity to play any community games as no playground is available in some schools. 2. Absence of playground, equipment and trained coaches to learn sports. 	<p>The Education Department might need to arrive at mechanisms to identify gifted girls in sports and arrange for training further.</p> <p>KGBV needs to coordinate with the State Sports Authority of the respective states.</p>

SYSTEMIC INCLUSIONS RECOMMENDED BY STUDENTS AND PARENTS TO MAKE KGBV SCHOOL FOR ITM GIRLS INCLUSIVE WITH GENUINE OPPORTUNITIES

<p>Systemic Accountability</p>	<p>Outsourcing School Governance in KGBVs</p>	<p>It is observed in Gadchiroli, Maharashtra that the non-teaching staff such as warden, cooks, clerical staff have been outsourced to NGOs while the KGBV Implementation Guidelines clearly stipulate that the recruitment is a state-responsibility though corporates entities and NGOs can be partners in making the school an enabling place/resource-rich environment however we caution that such partnerships could go beyond to interfere in school governance and can affect the girls' well-being and prospects over the long-run the community the children belong to as well as the biodiversity of the country itself. Therefore, we recommend that such initiatives of outsourcing governance be thwarted since it is the state's responsibility primarily to cater to the welfare of each and all involved in the school.</p>	<p>Ministry of Education, Department of School Education and Literacy.</p>
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<p>Systemic Accountability</p>	<p>Absence of Exclusive and Specialized Personnel for Gender Sensitive Issues and Parity Concerns</p>	<p>We noticed that in Telangana, and Andhra Pradesh a Girl Child Development Officer is specifically recruited at the state and the district levels in order to coordinate and act upon gender concerns around Education, health, employment, crime, and other matters. A similar initiative was seen lacking in Chhattisgarh and Maharashtra, we recommend that a GCDO exclusively for Education be a part of the State Projects Department/Division of the State with specific duties and responsibilities towards KGBV like Telangana.</p> <p>Initially, educational spaces in the tribal areas were under ITDA (in Adilabad District, undivided Andhra Pradesh). Similarly in Chhattisgarh, there used to be a distinct Tribal Education Department which has now been merged with the School Education Department as a whole, all of them functioning under the aegis of Samagra Shiksha Abhiyan.</p>	<p>Ministry of Women and Child Development for initiating action in creating these spaces;</p> <p>Ministry of Tribal Affairs to look into the educational equity and appropriacy in sync with the spirit of RTE and UNDRIP (specifically for the educational-cultural-linguistic rights of the ITM children)</p>
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<p>Systemic Requirements for IMPROVING KGBV Schools</p>	<p>Disability Friendly and Inclusive Campus</p>	<p>None of the KGBV schools we engaged with had any ‘disability category’ ITM girl child in the school. Why? Don’t they apply or are they not taken in? Before that, is the school ready for such students? ‘Shaala tyaari’ as they call it in Chattisgarh is seen as ‘learner readiness’ and not as ‘school readiness’.</p> <p>Neither do the schools have ramps, nor disability-friendly washrooms/toilets and classrooms.</p> <p>Detection of disability in seemingly normal-looking girls too is missing. Hearing and vision underprivileged girls were discovered by the project team and informed to the teachers. Beyond informing parents, the teachers report no specific guidelines to systematically engage with a child with a disability.</p>	<p>Education Department to formulate ways of including the disabled child as well in KGBV schools.</p> <p>The Educational Department coordinates with relevant sections of the Health Department to initiate a suitable course of action on systemically supporting the child since parents might see it as a stigma and go into denial mode.</p>
<p>Systemic Requirements for IMPROVING KGBV Schools</p>	<p>Infra-structural Assessment and Monitoring KGBV</p>	<p>Specifically routine and everyday infrastructural concerns such as availability of water/ drinking water arrangements/ and aspects of living space concerns require the individual SO/principal of the school to run around and take up time and effort.</p> <ol style="list-style-type: none"> 1. It is recommended/suggested that the Departments listed above (Pg No. 308) be put on the task of assessing ‘fitness’ and carrying out repair work. 2. Similarly a quarterly monitoring/assessment 	<p>All Departments that are relevant to the day-to-day functioning of the school be made responsible for smooth functioning.</p>

		<p>of resources requirements of the schools be taken up, especially for stationary requirements for children (notebooks; are usually distributed once (9 notebooks) and after that students are expected to buy for themselves).</p>	
	<p>Prospects for opportunities for further Studies</p>	<p>A vehement ‘demand’ from the parent community and student community (esp. from Gadchiroli/ Adilabad and Srikakulam) are as follows:</p> <ol style="list-style-type: none"> 1. Provision for ITM girls to pursue Class 11 and 12 in KGBV schools as a systemic provision. Gradually include colleges as well in remote areas of the Fifth Schedule areas so as to allow for higher education possibilities. 2. Expand to Class 12 to include a diverse range of subjects such as STEM, Commerce, Arts & Humanities, etcetera. 3. Vocational training and Applied Subjects could be included in Class 10. 4. Availability of choice and chances to pursue both (vocational courses/applied subjects, and core disciplines) in Class 12 to enhance employability/entrepreneurship beyond gendered options (such as nursing or Multi Purpose Health Worker/ Community Public 	

		<p>Health for ITM girls).</p> <p>5. Include multidisciplinary Undergraduate programmes to increase employability possibilities along with employment skills. Computer knowledge and coding are deemed necessary (by teachers and education officials).</p> <p>6. Inclusion of career guidance and personality development through</p> <ol style="list-style-type: none"> a. Regular career prospects awareness programmes from class 8 onwards. b. Inclusion of personality development and Spoken English Classes for the ITM girls (STUDENT and PARENTS deem it a non-negotiable essential). c. Interaction with different 'departmental' professionals on studies, training and career progress paths. d. COACHING FACILITY for 'readiness' to gate-keeping examination for professional colleges (law/Eng./medicine/management/ac countancy etc). 	
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	<p>Documenting Academic and Employment Progress of ITM girls from KGBV schools (in general as well).</p>	<p>Where are the girls who have passed out of KGBV schools in Fifth Schedule areas? This question made all the officials at the district level uneasy. Apart from a few sporadic instances, no data is available on what happens to the ITM girls after class X in KGBV school.</p> <p>On war footing, a Database of all girls who passed out of KGBV has to be maintained at least from the current year. Modalities of how the database will be constructed, maintained and used for planning educational matters should be left to the State Education Authority</p>	<p>State Departments of Education collaborate with the Central Coordinating Team for KGBV Schools to work the modalities.</p>
	<p>Enhancing Quality of 'after school' life, safety and functionality in one's ecology</p>	<p>Inclusion of legal awareness of child safety and child rights for girl child safety (esp. in districts endemic to migratory and labour exploitation patterns).</p>	<p>Education departments work in close coordination with NGOs, Advocacy groups, Child Support and Child Protection departments.</p>

<p>Parent, and Community Engagement</p>	<p>Limited/restricted Participation</p>	<p>Challenges in convening SMCs because of geographical distance, and language barriers are endemic in all the schools in this study.</p> <p>SMC meetings could then be held in a central location that is more convenient for all members to access in order to get around the problem. Further, video conferencing technology-based virtual meetings could be set up to enable remote participation whenever possible through Panchayats. In order to promote greater participation, SMC meetings should also be scheduled at a convenient time (for parents like on Village Haat days and during the lunch breaks).</p> <p>The meetings should be held in the participants' native tongues with the assistance of staff and students who can translate and interpret.</p> <p>To raise awareness about the significance of SMCs and their part in assisting the education of indigenous tribal girl children, KGBVs should set up community outreach initiatives. In order to increase enthusiasm and support for the committee's activities, it may also be beneficial to involve local authorities and other powerful stakeholders in the SMC. NGOs can also support the formation and functioning of SMCs by providing training and capacity building for SMC members, facilitating community participation, and providing resources to the school.</p>	<p>Ministry of Education, School Education Department, KGBV Management, Community Leaders, Local Government/Panchayat, NGOs, and Parents.</p>
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Chapter 9

Best Practices in KGBV Schools for ITM Girls in Fifth Schedule areas

Best practices are methods, processes, and techniques that have been identified as effective for achieving specific goals/outcomes or solutions for specific problems. These are based on practices that were reported by the SO/Principal of the KGBV schools regarding matters that pertain to concerns of access, construction of opportunities for education and construction of opportunities for learning. Further best practices are also culled out from the interviews with teachers over LiSP-EP and LiSP-LS alongside Q-based interviews. In the context of this research, best practices pertaining to constructing opportunities for education, and opportunities for learning in specific teaching-learning difficulties to improve student learning and achievement. This exposition also includes practices that promote equity, inclusion, and cultural responsiveness, providing accommodations for students with disabilities, and promoting multilingualism as per NEP (2020). A word of caution here. Best practices are ‘best in a specific context’ and may not be generalisable to all contexts. Several factors such as student demographics, availability of resources, community culture, language distance, and concordance with the language of the school etc. may influence the effectiveness of specific approaches. Therefore, it’s important to adapt rather than adopt the ‘feasibility of best practices’.

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
Enabling Access to the School Space: Creating Awareness	Chhattisgarh	‘Shaala Bulao/Back to School Camp’ is an awareness raising campaign for community outreach in order to spread awareness about girl child education as well as to encourage enrollment of the child in secondary school level.	Often, parents are unaware as well as are bound to calculate the opportunity cost of sending the girl-child to a school. Such awareness programs are ways to convince the parents and the society to educate girls.
Enabling Access to the School Space: Admission Process	Chhattisgarh	Admissions to KGBV in Chattisgarh are decentralised, community-coordinated and supported by CWC and several child friendly organisations like NGOs such as ‘Bachpan Bachao’. This means that guardians, parent-surrogates, sarpanches, CWC, and block resource persons concur in identifying and bringing the childrens’ application forms for the admission process through non-digital means i.e. hard copies. Unlike in Telangana, Andhra Pradesh, and Maharashtra, where the admission process is centralised, and digitally applied for. If one does not have ‘digital’ access, it becomes difficult.	Digital access is recognized as a major hurdle when it is not available. School then becomes a truly civic society space where the girl child’s educational needs and care needs are being attended to.
Enabling Access to the School space: Retention Counselling	Andhra Pradesh, Telangana, Maharashtra and Chattisgarh	At least in class 6, ITM girls feel home sick and hence occasionally attempt to "run" away from school. Hence, attempts to make the child feel at ease and create a sense of belonging are made	A sense of belonging is a non-negotiable requirement for starting school, especially for ITM girls in KGBV schools.

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		through: <ol style="list-style-type: none"> 1. Assigning the child to supportive peer care 2. Including friendly counselling and care conditions through home teachers (but this adds to the teachers workload because a Warden is not recruited) 3. Coordinating with supportive law and order institutions in case a child is missing. 4. Fostering communication between parents and the student in the early days, such as by allowing night exeat to alleviate anxiety and promote a positive transition 	Absence of this sense of Belonging affects both social and school engagement.
Enabling Access to the School Space: Incentives	Andhra Pradesh, Telangana, Maharashtra and Chattisgarh	Providing incentives such as stipends ²² , free uniforms, school supplies, daily needs and toiletry kit	Encourages families to send their daughters to the KGBV and reduces financial barriers to access.
Learning Environment	Chhattisgarh	Using educational material in creative ways to decorate school spaces, such as painting stairs, classrooms, corridors, and even dorm ceilings (Bade Moratpal) with facts and lessons. Educational Games (Bade Rajpur) to reinforce learning	Cater to different learning styles, make learning fun and effective
Constructing Opportunities for Learning: Building Reading	Telangana, and Chhattisgarh	Exclusive after school hours initiative to develop reading skills in KGBV girls through guided	We have emphasised the importance of reading abilities

²² Stipend Disbursement were regular pre-COVID and Special Officers have reported that post pandemic there has been a halt.

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
Abilities		<p>reading support is centrally coordinated from State Projects Department, Hyderabad, Telangana. ’ ~School Readiness, Class Readiness Program</p> <p>Using differentiated instruction by identifying and creating groups according to the diverse reading abilities of the children</p> <p>Integrating reading activities into the daily routine, such as reading aloud, silent reading, and group reading, and news reading in assemblies (Chhattisgarh).</p>	<p>throughout the report. Learning to read is to read to learn. Reading becomes pivotal for sustaining in school, having meaningful experiences in learning, and being the foundation skill for possibilities of self learning, deep learning, and inquiry.</p>
Constructing Opportunities for Learning: Translanguaging	Telangana, Andhra Pradesh and Maharashtra	Extensive ‘translanguaging’ i.e.. fluid moving in and out of languages and modalities to enable ‘comprehension and participation’ in classroom activities has been observed as coordinated by students .	As such, the language barrier was reported. Translanguaging allows one to use all the resources at their disposal to make sense of the lesson. With a more-abled peer or teacher, the chance of threshing out what one has understood is higher.
Constructing Opportunities for Learning: Peer Language Brokering	Maharashtra and Telangana	Often students are called upon to translate for the comprehension of the lesson (especially in content subjects).	Another way to address the language barrier is to engage in simultaneous translation, i.e., have a teacher and a student translator translate what she thinks she has understood. No checks of congruence between what the teacher says and what

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
			the student says are in place, though.
Constructing Opportunities for Learning: Study Group Buddies	Telangana and Andhra Pradesh	Teacher group children according to language congruence and subject specific diversity in abilities to engage as study group buddies.	Creating a learning environment through peer interactions and peer supported learning fosters social cohesion and cognitive engagement as student directed learning opportunities are possible.
Constructing Opportunities for Learning: Teacher Tutoring through Study hours	Telangana	A specific subject teacher coordinates a tutorial session in the evening hours on rotation. This session is used to work in small groups for practice, doubt clarification, project work discussions, and preparation for competitions like the science Olympiad.	Peer learning along with teacher guidance supports the creation of learning opportunities besides attenuating cognitive engagement and educational curiosities.
Constructing Opportunities for Learning: Enabling Digital Learning through Pre-Loaded TLM	Chhattisgarh	The DIKSHA platform offers teachers, students, and parents engaging learning material relevant to the prescribed school curriculum. Energised textbooks that include interactive and engaging teaching materials such as audio-visual aids, activities, exercises, and real-life examples.	Enhance the quality of education and improve learning outcomes.
Constructing Opportunities for Learning: Teacher Professional Development	Telangana	TEACHER EDUCATION FOR KGBV schools The State Projects Department, as a part of the Directorate of Education, has an exclusive wing for KGBV schools. The official here pays exclusive attention to the difficulties encountered	Reading underpins learning in school and beyond.

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		<p>by girls (in general, not specifically ITM girls) and designs in-service training programs for the KGBV teachers.</p> <p>In addition to the Learning Readiness Program, specific focus on building reading skills is emphasised through on-line in-service professional development sessions.</p>	
<p>Constructing Opportunities for Learning: Building School Capability Management</p>	<p>Andhra Pradesh and Telangana</p>	<p>Running a residential school needs a concerted effort. Therefore the Head of the School has to be able to garner cooperation from different sources be it community, officials, state authorities etc. Maharashtra makes this effort in the direction of building management capacity.</p> <p>School management training for SOs happened very recently in Telangana and Andhra Pradesh Similarly, we find such training even in Maharashtra (Leadership Training Opportunities for SOs)</p>	
<p>Making School Home beyond Home: on Safety awareness</p>	<p>Andhra Pradesh</p>	<p>The school is in constant collaboration with NGOs that work on child safety, child rights, and girl child safety concerns. Not only are helpline numbers visualised in the linguistic landscape of the school, but the phone numbers of key officials who need to be contacted for specific concerns too are also displayed (though communication lines</p>	<p>The safety of the girl child from traffickers, labour poachers is of paramount importance. Additionally, enabling at least basic awareness of emergencies and avenues to access response is every child's right to life and</p>

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		are not available).	safety.
Making School Home beyond Home: Safety from Sexual Harassment and Related Matters	Telangana	<p>Exclusive initiatives towards the safety of children (in general) and girl children (in particular) have been initiated in Telangana. Through awareness programs, interactions with related personnel, open discussions on harassment matters etc are a part of this initiative. Very soon, there will be a law on this aspect in Telangana.</p> <p>Cyber Congress, an event organised by the Telangana State Police to raise awareness about online safety and cybersecurity among school students especially after the onset of the pandemic</p>	Protecting children, especially the girl child and particularly ITM girl child is as much the responsibility of the state, school and the civil society. Abuse is often experienced and given their at a tender age, neither recognizing abuse nor reporting it happens, and the vicious acts continue.
Making School Home beyond Home: On Enabling Agency and Participatory Responsibility	Chhattisgarh	<p>There are opportunities for students to take on leadership roles, such as class representatives or student council members, which gives them the responsibility to make decisions that impact the school community through activities/systems like Bal Sansad (Children’s Parliament).</p> <p>Encouraging and training students to take on leadership roles in the school, such as leading assemblies, organising events, or mentoring younger students.</p> <p>Participatory responsibility for running the school is demonstrated by helping in the dining hall.</p>	<p>Promotes student agency, empowers students to take ownership of their learning, and develops leadership skills.</p> <p>NEP (2020) recognizes the critical importance of cultivating a sense of oneness with nature and emphasises the importance of comprehensive, creative, and innovative approaches to</p>

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		<p>helping the younger/sick students.</p> <p>Encouraging students to design the landscape through gardening, especially kitchen gardens. We have seen lush kitchen gardens with greens, gourds, and even fruit bearing trees managed by the students.</p>	<p>promoting environmental awareness and sustainable development using field-based and experiential learning processes like gardening, foraging.</p>
Making School a Home beyond the Home: Towards building a Family in school	Andhra Pradesh and Telangana	Teachers take turns as night duties to be in school with children. They sleep with them on the school premises. Children have reported feeling safe as such, but in such schools, children have reported reduced fear as well.	An attempt to mimic ‘family’ experience after school hours was reported by teachers. The fact that the schools do not have quaterers/residential accommodations for neither the SO/principal or teachers adds a wellness concern and a safety concern in case of an emergency.
Making School Home beyond Home: Building all round personality	Telangana	Exposure to diverse educational spaces through participation in academic and cultural competitions.	Exposure to beyond school walls builds the social awareness and informational strengths (access to information and awareness of social processes/institutions)
Making School Home beyond Home: health and well-being	Andhra Pradesh, Telangana, Chhattisgarh, Maharashtra, to varying extents.	Regular body checkups are a part of the systemic arrangement in all the states. Yet some schools, owing to their locational advantage, seem to be more proactive in this matter. A.P. has dental and eye checkups as part of the health regime.	Physiological health and mental health are prerequisites. In general public health focuses on physiological health, and hence mental health is a neglected space in the school well-being profile.

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		<p>Telangana has a public health department that distributes health supplements and regular deworming doses.</p> <p>Intensive treatments: A.P. and Telangana stop after referring to district hospitals, whereas Chhattisgarh has provisions for intensive treatments if required.</p> <p>Maharashtra does the bare minimum in health—it usually informs the parents and sends the child away.</p> <p>Promoting local and indigenous foods in school meals, which are often more nutritious and culturally appropriate than what is served from the fixed menu. Aama , and Bhaajis (leafy greens)</p> <p>Washing machines ease the burden of daily chores on the students. In all KGBVs, students are responsible for doing their own laundry, which can be a time-consuming and physically demanding task, especially when it comes to washing heavier and bigger pieces such as blankets and bedsheets. (Bade Moratpal, Bade Rajpur)</p>	<p>KGBVs can help ease this burden by giving students access to washing machines. This gives them more time and energy to focus on their studies and other activities.</p>
<p>Building Possibilities for Life Beyond School: Economic Sustenance through Vocational Training Courses</p>	<p>Telangana</p>	<p>KGBVs in Telangana through Commissionerate of Intermediate Education ensure that the vocational training courses provided are accredited and recognized by relevant government agencies, which increases the girls' employability and helps them secure better-paying jobs. There are currently</p>	<p>Between Immediate employability possibilities and delayed employment gratification, ITM people need immediate employable options to deal with their economic needs.</p>

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
		88 vocational courses spread across 22 different industries.	Hence, vocational training options are required, but caution must be exercised to see to it that these options are not gendered and structured to a minimalistic. Economic empowerment is crucial for a woman.
Building Possibilities for Life Beyond School: Career Avenues	Chhattisgarh	<p>Poster providing information on different government schemes that benefit girl children, such as scholarships, free education, and healthcare services</p> <p>Information on different career options and entrance exams is available through career map billboards in school corridors, helping students make informed choices about their future.</p>	<p>This helps promote equal opportunities for girls and ensures that they can access the resources and support they need to succeed.</p> <p>This includes information on different professions. By providing this information, schools can help students develop career goals and pursue their dreams</p>
Building Possibilities for Life Beyond School: Menstrual Hygiene and Health Education	Chhattisgarh	<p>Age-appropriate menstrual hygiene education is provided to girls, which includes information on menstrual hygiene practices, menstrual products, and reproductive health.</p> <p>Access to menstrual hygiene products, such as sanitary pads, incinerators, to ensure that girls can manage their menstrual hygiene effectively.</p>	Empowers girls and promotes their overall health and well-being so that they can have a healthy and sustainable lifestyle beyond their school years

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
Building Possibilities for Life Beyond School: Sports and Games	Chattisgarh (Bade Moratpal)	Huge sports ground with compulsory sports and games period for an hour every day. Coaching is available on a volunteer basis from a nearby ZPHS for kabaddi and KHO Kho. In house athletics and volleyball coaching are available.	Such balanced academics and sports programs contribute positively to the holistic development of students by addressing not only their academic needs but also their physical and mental health, and personal development. Such programs provide opportunities for students to develop non-academic skills and can help students achieve a well-rounded education which prepares them for a fulfilling and successful future.
Cultural Integration in Curriculum: the Linguistic Landscape of the KGBV	Chattisgarh	The school showcases the ITM culture through different modalities, such as, linguistic landscapes, graffiti, and exhibiting agricultural implements. Incorporating cultural expressions such as music, art, dance in Saturday 'bagless day' activities Inviting community members to explain lessons on land, agriculture, implements, tools etc Primers that help teachers incorporate local languages and cultures into their lessons or resources and support for teachers to enhance their own linguistic and cultural competencies:	Culturally Responsive and Inclusive Learning Environment
Respect for Child's Community Life and Culture in the School	Chhattisgarh	Celebration of community festivals through cultural programs and performances, special	Promotes sense of belonging, Understanding and Appreciation

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
Calendar		<p>assemblies.</p> <p>Incorporation of cultural themes in extracurricular activities</p>	of Cultural Diversity
Cultural Integration in Curriculum	Chhattisgarh	<p>The curriculum reflects local culture and traditions and includes stories, and examples that students can relate to, including: Exploring the richness of local literature in education, such as including works like Barkha Aathe by Lala Jagdalpurii or Aalsiraam-Narayan Lal Parmar in Class 6 Hindi Textbooks, or translated versions of popular/mainstream literature in local and regional languages like Naacha ke Purkhaa 'Du Than Naanhe Kahaani' by Dr. Punnalal Bakshi in Chhattisgarhi, can help foster a deeper appreciation for regional cultures and traditions.</p> <p>Additionally, highlighting aspects of rural life, such as the beauty of Hamar Kataka Sundar Gaaon-Pyaarelal Gupt, and dedicating chapters to oral folk traditions like Haana, can provide a more well-rounded education and broaden students' horizons beyond mainstream perspectives.</p>	Promotes sense of belonging, Holistically and Culturally responsive Curriculum
Gender Equity and Empowerment	Chhattisgarh	<i>Meena Manch</i> to promote the education and empowerment of girls in rural areas. It's a place where girls can get together and talk about things that affect their lives, like discrimination based on	The Meena Manch provides training and resources to girls, helping them develop leadership skills and gain confidence in their

Thematic Aspects	Location	Best Practice Observed	Reason for Deeming it a Best Practice
	Andhra Pradesh and Telangana	<p>gender, health, education, and child marriage.</p> <p>Presence and Engagement of specialised personnel such as Girl Child Development Officer (GCDO) to ensure that the girls' unique needs are recognized and addressed at a policy level.</p>	<p>abilities.</p> <p>Ensures that the girls receive the support and care they need to succeed academically and socially.</p>

Conclusion

We bring to the reader's notice that 'best' in itself is a subjective reading conditioned and influenced by one's world-view and experiences. Hence what can be deemed as 'best' remains to be perceived as such. This chapter attempted to present best practices that are aimed at enabling educational opportunities for the ITM girls. Hence in line with the spirit of this study and in being conscious of the gaps that were noticed during the field work, the best practices have been enumerated. Since the study is concerned about assessment of KGBV schools for ITM girls in Fifth Schedule areas through an understanding of their well-being in school, their learning progress through pedagogies and the nature of enabling that the pedagogies procreate, we attempted to ask if the ITM girls had equal learning opportunities as such.

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